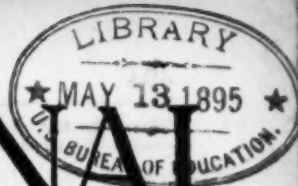


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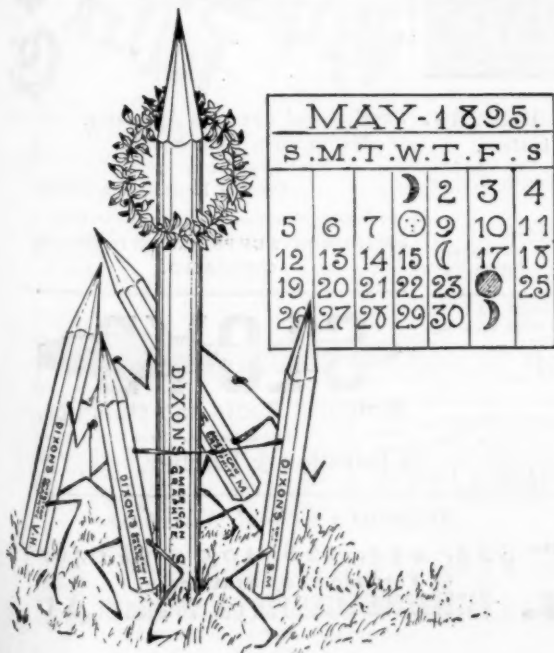
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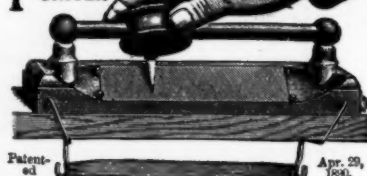
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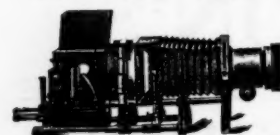
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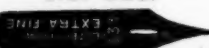
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# THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. L.,

For the Week Ending May 11.

No. 19

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## Report of the Committee of Fifteen.

### The Correlation of Studies.

The important part of this report appears under the title given above. Of the committee that considered this part, Dr. W. T. Harris was chairman, and a very cursory reading shows that the main part, if not the whole, is from his pen. It is this fact that will give this part of the report value.

Dr. Harris was originally almost the only man in America who attempted to put a philosophy under education. It was his effort to do this that gave him prominence while superintending the schools of St. Louis. While other superintendents contented themselves with obtaining good order, good spelling, good parsing, and the other good ends for which the school was then believed to be instituted, William T. Harris was considering a deeper question—the question of the right subject matter and the presenting of it rationally to the pupil. At that time the "correlation of studies" was not a term in use; it was not demanded then to describe the conclusions thinkers on education had reached; it was not deemed necessary there should be any relation between the studies; certain things as geography, history, etc., had to be learned and that was all there was to it. But the tendency to seek a unity was bound in the course of time to affect our educational philosophy, and in this report we have the latest conclusions of a singularly clear philosophical mind, one who has proceeded with much caution and conservatism concerning the studies proper for the elementary schools.

The definition of "correlation of studies" given is enormously broad and lacks in perspicuity and compactness; after many prefatory words it is declared to be the selection and arrangement in orderly sequence of "such objects of study as shall give the child an insight into the world he lives in and a command over its reasons." At once the philosophical consideration seems to have been left and a practical selection of topics for the school course taken up. In other words, the title "correlation of studies" is given to a defense of the general course of studies as pursued in the public schools of to-day. In saying this, we do not declare this general course not to be a good one for the objects aimed at—the question rather is, would not a just unity of the studies pursued be for the welfare of the pupil considered from any standpoint—psychological symmetry or world insight, or both?

Is there a central study around which the others assemble, or of which the others are parts? In mental development is there a natural course or a series of steps over which the entire human race pass or must pass, no matter what objects of thought are presented to aid or to hinder? Is there a normal psychological structure toward which every human mind is impelled by his environment? And the more rightly that environment is arranged, is there more perfection and symmetry in the psychological structure?

Dr. Harris leaves these questions, which lie at the basis of a discussion of correlation of studies, and informs us that the studies to be pursued in school are such as the civilization that establishes the school demands. Language he places first in value, "learning to read and write should be the leading study in his first four years at school." "Language rightfully forms the center of instruction in the elementary school." This statement is followed by suggestions of semi-philosophic and semi practical nature that have no small interest, because, as has been said, Dr. Harris has been a figure of great interest in the American pedagogic world; having looked at the pupil philosophically year after year, his suggestions will have an interest to the many who are now beginning to philosophize.

While not agreeing with Dr. Harris in his selection of the central study for the elementary school, his remarks are none the less read with profound respect. The position he takes in reference to the study of formal grammar is not clear. "It should not be allowed to usurp the place of a study of a literary work of art." A training for four or five years in parsing is a training into habits of indifference toward the genius displayed in the literary work of art. Twenty years ago THE SCHOOL JOURNAL declared against the use of formal grammar in the elementary school, except as to the very elements such as the classifying of words and the general structure of sentences, distributing these mainly in the last six months. This was considered iconoclastic at the time, but educational progress declares the conclusion to be sound. Dr. Harris would have a boy of ten years begin it and work at it for three and a half years.

Some very interesting suggestions are made as to the ethical and esthetical in a literary work of art, and the keeping of this ethical in subordination. And there is need of most emphatic utterance of such suggestions. The way most literature is studied in the elementary school is a mere travesty? It makes the pupil pick and scrape the bones of Byron, Scott, and Shakespeare on the pretence of studying them.

The subject of arithmetic is placed next in importance to that of language, and algebra is proposed for the pupil at twelve years of age. The general consensus of opinion is that the pupils emerge from the elementary

school with very imperfect knowledge of arithmetic. The cause of this certainly does not lie in want of application by the pupil, or in serious effort by the teacher. It is well worth while for the National Educational Association to appoint a committee of 100 to consider how to teach arithmetic so that pupils who study it for eight years shall know it; we mean know it, not as a man knows it, but as a youth may know it. We do not think the youth gets the arithmetic at all into his being as he gets language. It should be pursued as physics and chemics are pursued, and it is believed that before long the suggestions made in *THE SCHOOL JOURNAL* relative to this matter will be taken up. In most of the progress made *THE JOURNAL* has been followed after ten years has elapsed. In this report manual training is proposed for the pupil of twelve, but *THE JOURNAL* proposed this nearly twenty years ago amid a storm of derisive objections.

Reserving a discussion of the subject of unification of studies for another place, it may be said here that the central object of thought in the world and in the school are the same—How shall I be happy? To meet this, man and child attempt to make mental, moral, and physical adjustments. To teach a pupil how to adjust himself with reference to the number of objects of the same kind is to teach him arithmetic. In place of doing this a number of printed conundrums are put before the child. No wonder he does not understand arithmetic.

The discussion of geography is of moderate value. It is not here that Dr. Harris shines.

The fifth study in value is given as history, and the suggestions here have a philosophic statement that render them most interesting reading. The "historic method" well deserves emphasis, for it is almost wholly unknown in the elementary school.

"In an age whose proudest boast is the progress of science, there should be from the first a course in the elements of the sciences." A noble sentence and would that it were heeded! But what is the true state of the case? The elementary school where these are taught is the exception, and outside of the cities hard to find.

"Manual training, so far as the theory and use of tools for working in wood and iron, has just claims on the elementary school." But Dr. Harris did not always think thus. It doubtless cost him a serious effort to displace grammar partially and consider wood and iron working in making up an ideal course of study. How many of us whose experience reaches back to the day when children in the second reader were obliged to learn distinctions about nouns, verbs, conjunctions, and all that, have had to pull ourselves up by mental boot straps, shake off the dust of the past and think and act in the present. It is not so many years ago that a bank president controlling millions of dollars, a member of the board of education in New York city, was called upon by the writer. Seeing probably that there was a purpose in the visit he asked: "Have you come to me to talk about cooking and sewing in the schools? Talk about anything else, but I will not hear anything about that. It is too monstrous to think of using the public money for such purposes." And yet Dr. Harris yields a place in his plan for cooking and sewing. They have "stronger claims for a place in school," he says, than wood working. Let this be echoed by every state superintendent in his message to the teachers. He proposes physical culture an hour a week for will-training

purposes mainly. "To go from a hard lesson to calisthenics is to go from one kind of will training to another." "Exhaustion of the will should be followed by the wild caprice of the recess."

Not a word is said as to the teaching of religion. Of course none was expected by us Americans, but it would seem strange to teachers in England and Germany.

The spelling-book is laid aside. Lists of words are to be substituted.

The summary given will enable one to grasp Dr. Harris' plan for the work of the elementary school.

This summary shows that Dr. Harris means the elementary school to do a broad work; he has evidently cut loose from the three R's, and has no sympathy for the cry, "We are overloading the course" by adding manual training, drawing, physical culture, general lessons in biography, etc.; natural science, and some algebra and Latin or French. He plainly indicates that we are to go forward and not backward; that poor results come when some add the above subjects to the three R's arises from their ignorance of the art of teaching; those who cannot manage all these subjects should not teach at all.

Supt. Greenwood dissents from one of Dr. Harris' conclusions, believing a young pupil can by right teaching be made to comprehend fractions; and so do we. Nor does he favor algebra in the last two years; nor do we. He would use a spelling book. The better course would be to have a small spelling book containing spelling lists for each grade. A series of such books is needed. Supt. Gilbert makes some excellent points; lessons given "weekly" only, fail to connect and consolidate with each other; manual training should begin in the kindergarten and extend through the entire course; prefers geometry to algebra in seventh and eighth grades; favors experimentation in natural science by the child; believes there is a natural relation of all knowledges which should be the basis; the reading of the student should correlate with his studies; dissents emphatically from the recommendation of a text-book in grammar; no text-book in geography before the fifth year—to all of which we emphatically agree.

It is plain to the careful reader that Supt. Gilbert represents the new education idea in the Committee of Fifteen and Dr. Harris the old, though much reformed and advanced, but old still. It would have been a helpful thing if Supt. Gilbert could have written a separate report, for he looks at the pupil in the school from quite a different standpoint. Dr. Harris supposes the pupil to come to school to be fitted to enter upon the civilization into which he is born; Supt. Gilbert supposes the child to be capable of a certain development toward which he tends by inherent psychological gravitations, and that the office of the school is to allow this free play and give it guidance. The difference between the philosophy of these two members will thus be seen to be vital and fundamental; and it may be added that while Dr. Harris has deservedly a commanding influence his views are not the views of those educators who are to command the attention of the public in 1900; these are better voiced by Supt. Gilbert.

Supt. Jones suggests in a charming manner what is wholly omitted by Dr. Harris that mathematical problems may arise in geography, history, chemistry, and in nature study, and this last is related by literature to human experience. Supt. Maxwell favors more grammar than Dr. Harris; he objects to "paraphrasing;"

would retain arithmetic in the entire course.

It will appear from a careful reading of the report that Dr. Harris has proceeded rather to discuss a different question than that of correlation, concentration, co-ordination, unification, whatever term he preferred; it was more his purpose to present his views as to the proper studies that should be included in the usual school program and the proportionate time to be devoted to them—a question of magnitude. This he has discussed in a spirit in which philosophy and experience are happily blended. The subject of a just correlation of the studies in the elementary school is yet before the teachers of America. Suppose the studies named in Dr. Harris' summary to be fixed upon, the question is, How teach these subjects so that there is a generation of power and not a mere absorption of knowledge? Not power in arithmetic or grammar or geography, but a power better to know himself, to think more clearly on all subjects and desire deeper draughts.



### Dr. Harris' Reply to Dr. De Garmo.

IN THE SCHOOL JOURNAL of May 4, Dr. De Garmo has discussed my former letter, deprecating my attack on Herbart for sinking the will in the feeling and the feeling in the intellect. But I cannot explain how Dr. De Garmo could have found any evidence in the article that I am a disciple of Schopenhauer. He attributes to me the doctrine of Schopenhauer, namely, that the will is the fundamental faculty from which intellect and feeling are to be deduced. I cannot find any such statement on re-reading my hasty letter. But if in my haste I had said such a thing I should repudiate it. I have never held that the will is the fundamental faculty and that it makes the intellect. I hold that the intellect, the will, and the feelings are the three sides of man's nature and that the intellect and will are equally substantial.

This question of the so-called "faculties of the mind" needs more careful consideration. We do not want faculties of the mind if we mean by the expression "things and properties," namely, the soul the thing and the faculties its properties. The category of *thing and properties* is the idea to be got rid of. Faculties as activities of the soul have not been objected to and the expression certainly will not be got rid of. Just think for a moment of the substitution for faculties which Herbart suggests. Professor Parr has called attention to it in the *Texas Journal of Education*. Herbart would substitute "arching or vaulting" and "tapering or pointing" to explain how feeling and willing and other so-called faculties arise. (See Herbart's "Text Book in Psychology," Sections 26 to 28). Do the physical concepts of arching and tapering—mere mental pictures of material processes—belong to a higher mode of thinking about intellectual activities? Are not such concepts as *tapering and arching*, applied to mind, far more crude and barbarous than the old idea of faculties?

In regard to what Dr. De Garmo says about interest, I have no criticism to make. Dr. De Garmo himself is discreet and careful and does not allow himself to be carried to extremes in applications of Herbart.

W. T. HARRIS, Com.

U. S. Bureau of Education, Washington, D. C.

### Correlation of Subjects:

#### In the Primary Grades.

By HARRIET F. EASTBROOKS-O'SHEA.

(This article treats briefly of the practical operation of the principle of correlation during the first four years of the child's school life, stating in a general way what is now being done in the normal school at Mankato, and which it is believed can be done in any graded schools.)

The primary thought in correlation is that all the work for any one day, or indeed for any year, or even the whole school course, shall be unified and bound together by strong ties of relationship, for it is only in this way that the interest of the child can be stimulated, or that he can readily appreciate and remember those things that are brought to his attention in the different subjects of instruction. In other words, instead of a dozen branches there is only one branch with several phases, but all contributing to make the central object of thought more thoroughly and perfectly comprehended. The question is, then, what constitutes this principal branch, and how do the all the other branches serve to bring out the thought in it more completely to the child? In answer to this some would say nature study; others would maintain that history and literature should be the central subjects, while language, reading, spelling, writing, drawing, painting, modeling, number, and music are ways in which the thought gained from the study of nature, or of history and literature, may be expressed, and are also the means which the teacher must make use of to lead the child to acquire more knowledge about these real studies than he would be apt to get from his own investigations.

In our own school both nature and literature (including history) constitute the real subjects through which the expressive or formal subjects are gained, and these same expressive or formal subjects are made means of discipline in the complete investigation of any object or phase of nature, or any subject in history that is being studied at any one time. If we have any one central subject, however, I think we should call it the study of nature, including the child in his social relations, for we have found that the material in this study can be more readily used by the teacher, and appeals at first to the child's interest and attention with greater force than does the more abstract matter of history and literature, although we constantly use literature of the story form—myth, fable, folk, nature, and history stories—to supplement our study of any natural object, or any phase of the life and environment of the child.

It should be understood that by nature study I mean not only the study of natural objects, as a flower, a bird, a stone, a running brook, the sun, weather, or any other object or phenomenon of nature outside of the child himself, but I mean as well, and perhaps in a greater degree, the study of the child's own life in relation, first, to those in his home, directing his attention to the necessity for such qualities as unselfishness, gentleness, truthfulness, courtesy, etc., etc.; second, his relations toward his teacher, his class-mates, and all others; and, third, to the care of his own person, and the necessity for thoughtfulness about health, cleanliness, etc.

When the child's attention is directed concretely upon his own conduct toward all with whom he has associations there is abundant opportunity for the use of history and literature that may illustrate ethical and moral principles, as well as estimable habits of courteous demeanor.

Whenever a natural object or phenomenon is being studied there can always be found myth, fable, folk and nature stories that will bring out more fully, and will impress the facts gained from the concrete, or objective, study. Thus literature and history are correlated with nature study throughout all of our work.

Perhaps it would be helpful to take one day's work and see how the subjects throughout articulate with each other. In the first place, we have in our school a class bridging over between the kindergarten and formal primary work,—a class learning to read and write while continuing to some extent with the games, gifts, and



occupations of the kindergarten. The first work of the day is the morning lesson upon some natural object or phenomenon that has been brought into the school, or that the child has observed on his way thereto; or upon some phase of the child's life at home, in his relation with his associates, or that he has observed in the industrial community around about him. This lesson furnishes the theme for the day's duties. While the lesson is in progress the teacher leads the child first to see clearly and to think accurately, and then encourages him to express in an orderly manner what has been seen and what he has thought. If the expression is faulty the teacher corrects by leading the child to imitate the model which she has herself set. Whenever there is necessity for the use of words not in the child's vocabulary the teacher gives them to him and requires their correct use. In all instances she first gives the child some thought to express, and then encourages him to express it freely, naturally, and completely. This is work in oral language, and it furnishes a most excellent opportunity for the cultivation of ready, definite, and fluent expression;—the aim and the end of all language training. In connection with the study of the natural object the teacher reads or tells some myth, fable, folk, nature, or history story, and requires the child to reproduce this in his own words, leading him first to get the thought clearly, and then to make it clear to others.

After this there is reading from the board or from print sentences about the subject that has been studied. The child in his morning's study is familiar with the thought conveyed in every sentence and understands the meaning of every word, and the purpose now is to have him gain the written symbols that express the thought which he has expressed orally. This constitutes his reading lesson. In addition to the sentences which he has himself made in the subject of the morning lesson he may read the sentences in his reading book, or of some story, after first comprehending the thought to be conveyed. By this work he has little difficulty with the mechanics of reading, because having the thought and appreciating it he will usually give it naturally, and there will be little need to drill upon such things as observing marks of punctuation, emphasis, inflection, and so on.

After this, the sentences that have been put upon the board for the reading lesson are written by the child upon the board or at his seat, and he is required to see and imitate correctly the form of the sentence as a whole, and of each of its parts. If he omits anything or shows in any way that he has not perceived correctly the form of what he has tried to copy, he is required to compare his copy with the model and discover his own error. In this work the child is learning, first, written language, including capitalization, syntax, and punctuation; second, writing, in perceiving the forms of letters, and learning to reproduce them correctly; third, spelling, in reproducing the forms of the words correctly, and when he knows the letters, writing and reproducing orally these in their proper order in any word. Of course some special drill work will be required to fix the mechanical part of language and make its use automatic, as in the spelling of words, the use of idioms, the correct use of pronouns, and the past and perfect of certain verbs as, *do, is, go*, and so on. A special period must be given for this drill work; but only those mechanics of language should be studied at any time as are actually needed and used by the child in the expression of his thoughts, as occasioned by the other work of the class room. For example, the new words of his reading lesson should be made the subject for word study and spelling lessons.

Thus far we have spoken only of language, oral and written, and reading, together with the formal work of word study, phonics, spelling, and punctuation; but there are still other subjects that have, if possible, a more vital part in amplifying and making more definite the thought of the morning lesson. In the study of any object there are the qualities of form, outline, rela-

tion of parts, and color that must be appreciated, and this gives opportunity for the use in drawing, modeling, constructing (or hand work) and painting. All of these subjects are, in the first place, means of expression, revealing what and how the child sees the objects he is studying, or conceives them when he listens to any story of narration or description; and when he draws, models, constructs, or paints in reproducing what he sees, or in illustrating objects or events read or told to him, he reveals in a very accurate way how these things actually are in his mind, and this affords the teacher opportunity to use drawing, modeling, constructing, and painting as means to train the child to more accurate observation and more extensive reflection. All of these subjects, then, in any one day's work can and should be used to show, first, how the child has perceived certain facts in the morning lesson; and, second, to extend and complete his observations and reflections about the lesson. Of course there is a mechanical side to each of these subjects that needs special drill until it becomes automatic, and this requires a special period; but the mechanics drilled upon should be simply that which is necessary for the child's ready and accurate expression of thought occasioned by other work of the class-room. In our kindergarten class the gifts and occupations afford opportunity for expression through drawing, modeling, constructing, and painting, while the games and music express further thought about many of the things that are studied. The songs, so far as possible, relate to the subject of the morning lesson, while the games imitate the activities so far as these can be imitated by the child.

There is left yet the work in number, which does not seem to be so easily related to the work of the morning lesson as are the other subjects, not but that it can be in theory very closely related, but the conditions which are met with in our school work do not admit of carrying the theory entirely into effect. During the first year we make the study of number incidental, being one of the modes of expressing facts about nature, just as is drawing or painting; but beginning with the second year we find it necessary to have much formal drill that is not connected with the morning lesson. So far as possible we apply it in the ordinary activities and relations of life, but there does not seem to be opportunity to accomplish the purposes of number study when it is confined at all closely to much of the other work during the day.

I have thus briefly tried to sketch the work of any one day indicating how one thought can run through most of the work. And it can be seen that there are two phases: (1) real or content studies, (2) expressive and disciplinary subjects which express and amplify thought to be gained from the real studies, but to which there is a formal side requiring special drill to fix automatically, as word study, spelling, phonics, number; and certain technique in drawing, modeling, constructing, painting, and music. While it is certainly necessary to have special and thorough drill work upon mechanics, yet this should not go beyond the necessity for the use of expressive and disciplinary subjects in the study of real subjects at any time.

*Mankato, Minn.*

The strongest impulse to improvement, whether intellectual or moral, is a sort of divine dissatisfaction with the actual in comparison with the ideal. This ideal self is no impotent, shadowy thing. It is the soul's consciousness of its possibilities. It is an essential condition of determined choice and persevering action. The noble ideals with which literature abounds, may be made personal object lessons, far more potent than the reality to awaken dissatisfaction with present attainments, and an all-conquering desire to leave the things that are behind and stretch out towards the things that are before.—*James A. McLellan.*

## Defective Eyes in the School-Room.

By W. G. HUDSON, M. D.

School children and teachers whose eyes are defective are at such an obvious disadvantage as compared with those having perfect vision, that in this article I propose to discuss a few of the more common defects, and will try to explain what they are and how they may be corrected.



Fig. 1

Let us first trace the course of light as it enters a normal eye, represented diagrammatically in Fig. 1, the rays of light being here supposed to come from a point (*a*) twenty feet or more from the eye. The rays from such a distance are so nearly parallel that they may be assumed to be so. The lens of the eye (*b*) causes these rays to come to a focus at (*c*), where the branches of the optic nerve are distributed, forming the retina. This is brought about in the same way that the lens in a camera brings rays to a focus on the ground glass, and images are formed in the eye just as in a camera.

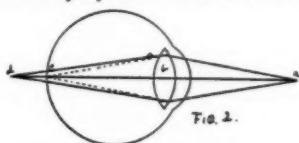


Fig. 2.

If the luminous point be brought nearer to the eye, as represented in Fig. 2, rays from it will be more divergent; therefore, the lens being the same, they would focus at a point (*d*) behind the eye, and a blur instead of a clearly defined image of the point (*a*) would result at (*c*).

In a camera, this would be remedied by drawing the ground glass screen back to (*d*), but in the eye the retina (*c*), being stationary, is again brought into focus by strengthening the lens (*b*); this being effected by the contracting of the ciliary muscle, which is not shown in the diagram. When this muscle contracts, it increases the convexity of the lens, and consequently its power, so that rays from the near point are now focused at (*c*). This process is called accommodation.

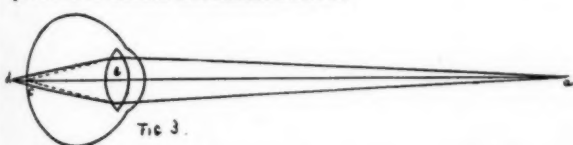


Fig. 3.

In an eyeball that is too short, Fig. 3, rays from a distant point also focus at a point (*d*) behind the retina (*c*). But by means of the accommodation, they can be focused at (*c*), although only by the expenditure of the necessary amount of muscular power. And if the object is brought near to the eye, then the ciliary muscle will have to contract still more, until that much additional strength of the lens is attained. This is the condition of things in the "far-sighted eye." It is able to focus objects at various distances upon its retina, as we have seen, but in doing so has to work just that much harder than the normal eye.

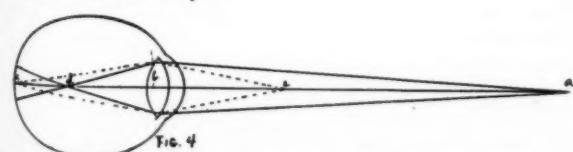


Fig. 4

The near-sighted eye is too long for the refractive power of its lens. By referring to Fig. 4, it will be seen that rays from the distant point (*a*) are focused at (*d*), and by the time they reach the retina (*c*) they are again out of focus. On the other hand, rays from a near point

(*e*) are brought to a focus on the retina without any action on the part of the ciliary muscle. Thus it is evident that, by accommodating, any point nearer than (*e*) can be focused, but those beyond cannot.

Astigmatism is the defect where the eye differs in different meridians. Thus, in Fig. 5, suppose the eye to be normal in the meridian (*a-b*) and far-sighted in (*c-d*). Then when the ciliary muscle, contracting, corrects (*c-d*), it causes (*a-b*) to become near-sighted. Evidently, then, this defect precludes the possibility of clear vision at any distance without artificial aid. There are various forms of astigmatism, some cases even being near-sighted in one meridian and far-sighted in another. "Mixed astigmatism."

There is only one way to correct these defects—proper glasses.

The lens of a far-sighted eye being too weak for its length, an additional convex lens would be used, of such a strength that it and the lens of the eye would together be just sufficient to cause parallel rays to focus upon the retina, without the eye exerting any accommodation.

For the correction of near-sightedness, advantage is taken of the fact that a concave lens neutralizes the effect of a convex one. Thus, in Fig. 4, the lens (*b*) is too strong for the distance it is from the retina, since it brings the rays to a focus too soon. Therefore we would place in front of this eye a concave lens of such a strength that, when so weakened, the lens of the eye would just be able to bring parallel rays to a focus upon its retina, when not exerting any accommodation.

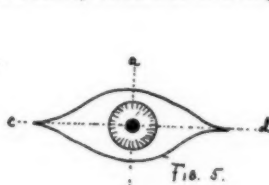


Fig. 5.

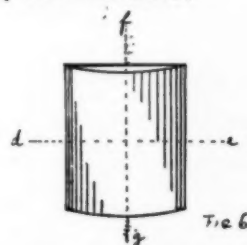


Fig. 6

For the correction of astigmatism, a cylindrical lens is used. A convex cylindrical lens is shown in Fig. 6, and would correct the defect illustrated in Fig. 5. The meridian (*d-e*) of the lens, being convex, would be so adjusted as to coincide with the far-sighted meridian of the eye, and the meridian (*f-g*) of the lens, being plane, to coincide with the normal meridian. Thus the far-sighted meridian would be corrected, and the normal meridian not interfered with.

These errors of refraction manifest themselves by causing pain, fatigue, or headache on using the eyes, or by poor vision. Poor vision generally results only when the defect is considerable, whereas the other disturbances, especially headaches, are likely to make their appearance in connection with slight errors. They are caused by the excessive straining of the ciliary muscle. They are most frequent in astigmatism and far-sightedness, and indeed I am often called upon to treat headaches which have long resisted the action of drugs, and which cease immediately when the proper glasses are prescribed.

The acuteness of vision is measured by means of a set of letters of graded sizes, each size as small as the average normal eye can see at the distance marked beneath. Thus, the largest letter commonly found on the test card can be seen by the normal eye at 200 feet. If this is the smallest that can be seen by a patient at 20 feet, we say his vision is  $\frac{20}{200}$ . If the smallest he can see at 20 feet is the line marked 30, his vision is  $\frac{20}{30}$ . Twenty feet is the usual distance for testing, and each eye should be tested separately. Children with little or no defect generally have far above the normal power, and sometimes read, at 20 feet, the line marked 12, or even 10. ( $\frac{20}{12}$  or  $\frac{20}{10}$ ).

A word about obtaining the glasses when they are needed. There are numerous persons professing to prescribe glasses, which really requires considerable skill. We find not only oculists (physicians who have specially prepared themselves for this branch of practice), but

also jewelers, druggists, opticians, and saleswomen in the large dry goods stores. However, public opinion is just now undergoing a great change in this matter, for people are beginning to realize that the eye is not an organ to be entrusted to any one but the skilled oculist. It is not so long ago that the work of the dentist was largely performed by the barber, and it is to be hoped that a similar reform will soon be accomplished in this matter. Even the oculist cannot accurately determine what glass to prescribe for a young person without first suspending the action of the ciliary muscle by means of some mydriatic, and as these are all somewhat poisonous, only physicians are allowed to use them.

The family physician can generally recommend and furnish the address of some particular oculist if requested, who, after examining the eyes, will write a prescription for the glasses, and they are then to be made from this order by the optician.

*Eye Dept., North Eastern Dispensary, New York City.*

## Hard of Hearing Children.

By MABEL ELLERY ADAMS.

Every teacher has at some time had a partially deaf child entrusted to her care, and many teachers have found difficulty in dealing with such a child. He is usually dubbed "stupid and deaf," and pushed on from class to class because there is no room for him to stay behind. He has his abiding place in the last row, and when his class comes out to recite the teacher conscientiously shouts during the fraction of time which belongs to him individually. When she shouts he catches a part of what she says, and answers her to the best of his ability; but because he has failed to hear much of the general explanation or preparatory work which preceded the recitation, and because for many days, months, or years he has failed to derive much benefit from the general work of the school, he probably answers wrong, and the teacher with a class of normal pupils, in the full possession of all their senses waiting for her attention, passes on with a look of despair or impatience leaving the hard of hearing child to wonder what he has said wrong, and to make up his mind there is not much use in trying.

It has occurred to the writer that some account of the methods used with hard of hearing children in oral schools for the deaf might be profitable to public school teachers.

It may not be out of place to say here that any teacher who has a hard of hearing child in her school cannot do better than to persuade his parents to send him to an oral day school, if such a school is within reach. He will there receive instruction in all the studies pursued in schools for the hearing, and in addition will be given lessons in articulation, voice culture, and lip-reading. His attendance at such a school will not make him unlike other boys of his age; on the contrary, it will so improve his means of understanding what transpires about him, that, in large measure, the difficulties engendered by his partial loss of hearing will be overcome. If, however, the child must take his chances in an ordinary public school his teacher can do a good deal to help him if she understands his needs.

Few people not connected with the work of teaching the deaf realize that the phrase "hard of hearing," when applied to a young child means something more than inability to hear readily. The mental state of a child who has been hard of hearing from birth or from infancy differs greatly from the mental state of the perfectly normal child.

The normal child comes to school at the age of five prepared to express his thoughts in such language as he has been hearing for five years. He speaks his mother-tongue well or ill according as he comes from a cultured home or an ignorant one, but language he possesses; he uses all the parts of speech readily, all the little connecting words whose meanings are so dif-

ficult to explain, but so easy to understand when used; he expresses the common wants and the common facts of life in the common language of his environment.

Now how about the hard of hearing child when he comes to school at the same age? He talks, certainly. He uses nouns, verbs, and adjectives readily, pronouns less readily, prepositions sparingly, and adverbs very rarely. Why? His friends have shouted names at him from his infancy, names of people, places, animals, and inanimate objects, hence his nouns. They have shouted commands and directions concerning work and play at him systematically, and from these commands and directions he has acquired his verbs. They have qualified the name-words by the commoner adjectives, and so he also says "big, little, large, small, great big, little small, pretty, bad, naughty, good, high, deep, long and short, and perhaps a few more adjectives. Pronouns his friends have used but seldom, because when people shout they are apt to speak emphatically, and names are more emphatic than pronouns; therefore the hard of hearing child uses comparatively few pronouns. Prepositions are seldom spoken emphatically. Even when a sentence is shouted the voice is apt to drop on the connecting words, and so the hard of hearing child of five knows but little about them. Adjectives almost invariably do duty for adverbs.

There are hard of hearing children who use language more correctly than such a child as the one indicated above, but the description applies to a good many cases personally known to the writer.

Now such a condition of things indicates in the hard of hearing child a mental state which bears the same relation to a normal child's mental state as does the halting, babyish speech of the one to the more accurate, intelligible speech of the other.

The hard of hearing child may possess potentially the brightest mind in the school, but for years, since his birth or since his partial loss of hearing, he has received only blurred impressions of spoken language. Much of the ordinary daily language of the household and the streets which forms the sound environment of the hearing world has escaped him. He has heard part, but not all, of what was addressed directly to himself in loud tones, but of the unconscious development which comes to every child through the hearing of thousands and thousands of words uttered in its presence, he has received little, if any.

It is evident, then, that the hard of hearing child needs something more than shouting to place him on an equal footing with his hearing brother. What is that something? And how can a hardworking, overburdened teacher in a public school give it to him? His need is three-fold. First he needs to be taught to hear, *i. e.*, to get the greatest possible advantage from such hearing as he has; second, he needs to be taught the use of the complete sentence as a means of expressing his thought; and third, he needs to have his defective speech corrected.

Unless she chooses to give him time out of school a teacher has but little opportunity to teach her hard of hearing pupil to hear; but she can make herself absolutely certain that he hears every word she says to him directly by making him repeat every word after her; she can let him have a seat near her all the time so that, as he becomes used to her voice, he may catch a good deal of what she says to the class at large (no matter if he has to change his seat twenty times a day, the gain to him is worth the trouble to the teacher), and most important of all, she can enlist his parents and classmates in the good cause.

(TO BE CONTINUED)

There will be many profitable excursions from Denver available to members of the N. E. A. We intend to give a pretty clear idea of these to our readers. A number have already decided to spend the summer in California, for Denver is half way there; it is as close to the Rocky mountains as railroads will permit; Pike's Peak is in full view. Read our columns carefully.



## Precautions in Diseases. I.

By ELMER E. BEAMS.

How many of our schools are frequently disturbed by the outbreak of a contagious disease! It is a disturbing factor both in regard to health and education. A contagious disease breaking out in a school is sure to spread over the entire school district and neighborhood, unless due vigilance is put forth by teacher, school officers, and township board of health.

Prevention is far better than cure. From a first view-point hygiene is a preventive science, and therefore the first question that presents itself is, *how to prevent* the occurrence of contagious diseases common to children. With this end in view, first of all, give all buildings and surroundings a close examination as regards cleanliness, ventilation, and other care included in good sanitary arrangements and housekeeping.

During the past, under the old district system, this has been, we might say, criminally neglected. Under the "township system" we sincerely trust it will be more carefully looked after.

Second, we must give very close attention to the individual child. Coming, as they do, from so many homes of different grades and localities, and of parents of various habits, there is the utmost need of special knowledge as to the cleanliness of each child, and the teachers on this point should not forget themselves. Pay close attention to the hands and hair. Foul mouths, uncleaned teeth, and a foul breath are often a prime cause for much disease breaking out in a school.

A short talk of five or ten minutes at the opening term of school and at other times when the occasion may demand it on "Mouth Cleansing and a Sweet Breath" is highly in order and an imperative duty. The same can be said of spittle. Diphtheria and other sore throat troubles are, in a large measure, communicated by dried particles of spittle. Such is also true of most eruptive diseases, and as to whooping cough. School children should not be allowed to spit upon the floor, not only from a sense of decency, but from a hygienic view-point. Finger-nails uncleaned often carry fruitful germs of contagious disease.

A notice of some form should be sent to each parent before opening school each year by the clerk of the board of education, that children are not to be sent at the opening of the school from homes in which there is a communicable disease, except with the consent of the attending physician, and that they are to be kept at home in any outbreak of disease unless the physician regards their attendance as safe. Disease is spread more broadly by the mild cases than by those confined to a sick-room.

Where no physician is in attendance the teacher should be consulted in regard to the matter. From some homes children could be returned sooner than from others, especially from those homes where cleanliness is practiced. When there is any communicable disease in any school district the teacher should be quietly watchful as to the physical condition of his pupils and send those home from school at once who show any signs of illness. We know it is a delicate and very difficult matter to have proper precaution and yet avoid inquiry and anxiety, which so often disarranges a school or closes its doors for a season. But this judgment and tact is acquired by experience guided by knowledge. Unceasing watchfulness is absolutely necessary.

Ideas are behind all action, and sentiment behind all ideas. Saturate a youth with right ideas and noble sentiments and he is in a fair way to become a noble man. As St. Paul says; "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report. If there be any virtue, and if there be any praise, THINK on these things."—JAMES C. McLELLAN.

## A. A. A. P. E.

A very profitable convention of the American Association for the Advancement of Physical Education was held at the Teachers College, New York City, two weeks ago. A whole day was devoted to discussions of anthropometrical problems. The few distinguished physical training specialists of the country who were there to help on the good cause evidently enjoyed this part of the program hugely, but the majority were of the opinion that the purely technical subjects should have been reserved for special round table discussions. The general program could easily have been filled with topics in which all could take an intelligent interest.

Two papers that were particularly excellent were those of Dr. G. W. Fitz, of Harvard University, and Dr. Edward R. Shaw, dean of the New York University School of Pedagogy. Dr. Fitz urged the association to take hold of a uniform system of making observations on the motor ability of children and gave many valuable suggestions. Prof. Shaw's paper on vertical writing was published in THE JOURNAL last week. Of addresses delivered at this gathering those of Dr. Sargent of Harvard, Dr. Hartwell of Boston, and Dr. Smith of New York City, are presented below. The report of the committee on anthropometrical tests is given in part. This is followed by an interesting account of the gymnastic exhibition, written by M. Henry G. Schneider. Prin. Boyer, of New York City, read a stirring paper in favor of military training. THE JOURNAL may present this in a later number. Dr. Sargent's reply to Mr. Boyer's arguments will be widely read and will attract considerable attention.

### Physical Exercises in the Schools.

#### SUGGESTIONS AS TO THE ARRANGEMENT OF THE WORK.

##### STUDY THE INDIVIDUAL PUPIL.

In New York city between 200,000 and 250,000 children attend the schools. How are we going to ascertain the actual physical condition of individual pupils? It is not a difficult matter in towns having only 3,000, 5,000, or 7,000 children in the schools. A director can do that. In cities it is not so easy.

It seems to me that some definite form of examination might be arranged, some definite blank to be filled out for statistical purposes. It would scarcely be possible in a large city for the director to fill out these blanks for every pupil. In New York city we have a blank upon which we try to get some of the main points. We put down the school, the number of the department, the teacher's name, etc.; the child's name, age, residence, height, breadth of shoulders, breadth of hips, breadth of chest, depth of same, chest expanded and contracted, right biceps and left biceps, heart rate, lung capacity, strength of right forearm and left forearm. These observations are to be made and recorded by the teacher. To be filled in by the instructor of physical exercise are condition of heart, lungs, chest, back, abdomen, knees, feet, general health, and some few points of hygiene, these referring more especially to health and orthopedic conditions.

This physical examination of children might and can be carried on by physicians, who must do this usually voluntarily. In certain districts physicians are to be found who are willing to make examinations.

##### CLASS EXERCISES.

Exercises must be taught in which all the class can participate. Points of hygiene, of course, should also be included in the instruction given to the pupil: such are the necessity of good air to breathe, of breathing in the outdoor air, of air in the room at night; their general carriage in walking, standing, and sitting, not only in the school room, but at home and in other places, etc.

In the city exercises must be arranged which can be taken in the class-room, because some school-rooms have no play-room of any size, or it is in the basement where pupils ought not to go at all. In New York city fifteen minutes a day are given to exercise, in Boston it is sixteen, in Brooklyn, fifteen. To range pupils round the room requires some time, therefore such exercises should be taught as can be taken in the desks or at the side of the chair. The gymnasium or play-room, of course, is a much better place to teach and better for the pupils to exercise in, because the air can be changed as the classes are changed.

It is important that the exercises should be graded. They ought to be different every term. Then they should be so graded as to be adapted to the mental and physical condition of the pupils, the younger ones having the most simple exercises and the next grade having a little more intricate, etc.

Apparatus ought to be used in schools, where it is possible, for several reasons. It is more enjoyable to use apparatus than to take exercises without any. The pupils enjoy the work much more. In outlining a graded system of physical work we shall find that many of the exercises, perhaps most of them, that are done with apparatus may be done just as well without; and

Extracts of stenographic report of an address by Dr. J. Gardner Smith, director of physical training, New York city public schools.

where it is impossible for classes to come to the gymnasium every day these exercises may be practiced in the class-room three times a week, possibly, and then twice a week in the gymnasium, with the apparatus.

#### THE TEACHER.

I believe the class teacher should teach the exercises. It was about six years ago that, largely through the influence of the Germans, in New York city money was appropriated for physical training. For various reasons this money was not used, I believe, for two years. It was not an easy matter to even start physical training, and if we wait until we can get special gymnasium teachers in New York city to teach physical work in all the schools, I am very much afraid that the present and next generations will not have gymnastics.

But there is no reason why the class teacher cannot teach the work. It is done in the New York city public schools. The teacher ought to be made conversant with the physical condition of the individual pupil so far as possible. The examiner might be asked to point out the bodily defects in the pupil, and state that the abnormal individual should be allowed only certain kinds of exercises or should not exercise at all, or should exercise only for a certain length of time. The teachers will easily comprehend directions of this kind, and see that they are carried out, and they can be depended upon to do it a good deal better than a stranger coming into the class-room once a week. The stranger does not know the class. Leave a substitute in the room for a week and then see the difference in the condition of the class. A teacher coming in once or twice a week to teach does not know the characteristics of those individual boys, and hence will find it difficult to have proper discipline. Therefore it seems to me that the class teacher ought to conduct the physical exercises.

The teacher should be made conversant with the points of hygiene, regarding the room especially. Go into first-class rooms, and you will find the air very thick, even with all the modern contrivances for ventilation. You say to the teacher, "The air is a little close in here," and she says, "Johnny, open the windows;" and down they go a foot and a half on one side of the room, and in five minutes the temperature has been changed ten degrees. Then the windows go up tight again. It would seem that teachers ought to be properly instructed to be able to carry out the principles of ventilation in the class-rooms.

#### INSTRUCTING THE TEACHERS.

Now how are the teachers going to be taught? The best plan evidently is to have a director of physical culture who shall instruct the teachers by grades. Thus he would be called upon to see at least once a month all the first grade teachers for an hour, and give them enough exercises for one month's class work. He should not only teach the exercises, but explain also the anatomical and physiological relations of those exercises to the pupils. This will enable the teachers to conduct those exercises almost as intelligently as one who is more familiar with the body and with the exercise, provided she sees the reason for teaching each one.

The director would then visit the schools as often as possible to see that the exercises are properly taught. If this plan is adopted the teachers will be able after about a year to teach their classes without special assistance.

The exercises should be taught so that the pupil knows why he takes them, and so that he will be able to do them without a leader. Such exercises should be taught, as the pupils can learn in this way so that when they are through with their grade work, they know a certain number of exercises and why those are done, and they can go through a drill and know that they are accomplishing a certain purpose. This applies to drill with dumb-bells and Indian clubs as well as to other exercises. If a leader stands before the class the scholars can go through the exercise by imitation. After they have learned it they can get along without the leader. In this free drill there is more of the recreative element because it becomes largely mechanical; as a boy put it, "You don't have to stop to think to do those exercises at all after a while, but at first you have to think a good deal."

One more suggestion. In the graded drills the various positions may be photographed. These photographs of exercises with printed directions may be given to the teachers. This will greatly aid them in teaching their classes. I tried the plan in several classes; I gave a drill to the teachers, and didn't see the class until the drill was learned. The teacher taught it entirely from the printed directions and from the pictures. Each exercise was concisely described, and underneath it were put notes stating what muscles were exercised and the general effect of the exercise upon those muscles.

#### WORK OF THE DIRECTOR OF PHYSICAL EXERCISES.

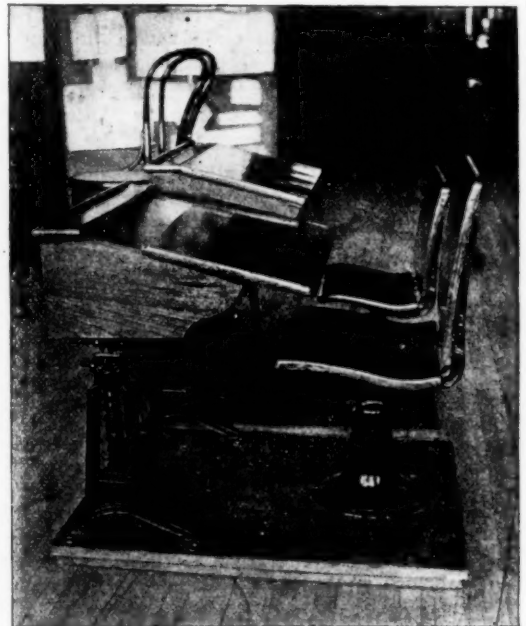
There ought to be connected with every city school system a director of physical culture who is familiar with the body and with the gymnastics. He should teach the teachers to teach the pupils by grade. He should have assistants who visit the schools and see that this work is carried out as taught. The pupils should be examined and re-examined, either by the director or by a corps of physicians selected for that purpose.

### Proper School Desks.

Stenographic report of remarks by Dr. E. M. Hartwell, supervisor of physical training in the public schools of Boston. The matter of school desks was brought before the association by Dr. Edward R. Shaw, dean of the New York University School of Pedagogy, in a paper on "Vertical Script and Proper Desks as Related to Education," which was printed in THE JOURNAL of last week.

The matter of school desks in connection with writing concerns teachers, school officers and physicians very much. In 100 sample rooms of the Boston public schools I found only eighty-two in which there was not gross misfitting as to the height of desks. As to plus or minus distance, that is a matter of hit or miss, I suppose, for most schools. Here are some of the worst cases of misfit:

There was a third class primary school, which is practically the first year of school, not counting the kindergarten. It was fitted up in a haphazard way by the people connected with the public buildings department, for those third-class primary children. According to the conventional sizes there should have been a large number of 7s and 6s. They were all 5s and 4s, and the result was that eighty-seven per cent. of the children in that room could not get their feet on the floor, and more than half that number could not touch the floor with their toes. That happened in the city of



Desk designed by Dr. Edward R. Shaw, dean of the New York University of Pedagogy. (A description of this desk will be given in a later number of THE JOURNAL.)

Boston last term, under what is supposed to be a system of seating. That, I take it, is about as bad a case as we can find. The school authorities have no power to correct that matter; it is in the hands of an outside department.

In another district where they put in adjustable desks, I had the children all measured to determine what sizes of adjustable desks should go into those rooms, but I found in the actual seating furnished forty-seven per cent. of the children misfitted. That is more than the average misfitting throughout the city; but in the eighty-two sample-rooms which we investigated in the 100 sample-rooms shown, we found that twenty per cent. of the children were misfitted.

Now to the point. What can you expect of the best system of gymnastics, or the worst—whether it is provided with apparatus or whether it is free standing movements, or whether it is such as we have in the elementary schools in France—better fitted up with apparatus than any of our high schools—what can you expect of sixteen minutes of the most rational and well carried out gymnastics in the world, if anywhere from fifteen to twenty per cent. of the children are required



to sit in chairs or occupy desks for several hours a day under conditions which lead to wearying and deforming or awkward position? That is just the question.

Owing to the inventive genius of some janitors and others during the last few years—though the first adjustable desk was patented as long ago as 1840, and affected the educational public not in the slightest degree—we are now in the midst of a school desk quarrel. We have got desks that go up and down, thanks to Dr. Shaw's adoption of a European device, or a device for reaching upon what they have centered their attention more than anything else, and one of the most important points in the whole matter, a good beginning has been made. The slope is such that, while it is a real improvement, it is such a departure from the traditional slope that it won't be very easily adopted by some of the regular purveyors of school furniture.

We have what is called adjustable furniture in the United States; it is not so in the strict sense, it is only semi-adjustable. The ideal of an adjustable seat is one that is automatically adjustable. It ought to be adjustable for height, for depth of seat, for height of back and back rest in the lumbar region and shoulders, if it is to conform to the ideal of an adjustable desk.

Dr. Schenck, an orthopedic surgeon in Berne, has evolved something which removes one of the objections mentioned by Dr. Shaw. His aim is to provide an automatically adjustable desk at which the teacher or the young pupil can sit when writing, and he has succeeded so far as the automatic feed desk plate is concerned. He cuts the desk and divides it into parts; then by a pendulum, or a swinging desk plate, you pull the whole desk plate toward you. The only direction for its use is to grasp the desk plate in front of you and pull it towards you until the back of the upper arm strikes the back of the chair. . . . There is no automatic feed in his chair seat, which is a flat seat which comes out so that the child can stand up. He has a foot rest made of planks of wood, different thicknesses in section according as it is turned around, so that he provides three positions for the feet. The youngest child can rest his foot on the top shelf, while the oldest can plant his feet on the floor. That is not absolutely accurate, but it is an approximation, and it is the very simplest form of adjustable school desk that I know of.

The matter of distance is a thing that the Germans have worked upon in their numerous commissions for the last twenty years. At Vienna a year ago there was a competitive exposition of school desks. The vast majority were adjustable with regard to the desk plate, for the purpose of changing from minus to plus distance, and from plus to minus. There is where the thing hinges most, and it is a great deal more necessary and valuable to have a desk which is adjustable in that respect than one which is adjustable merely in point of distance.

With regard to the use of scales for measuring the distance, how shall we get it accurate? Is it not as desirable that we should fit our children's trunks and limbs as their eyes? A slip-shod fit for the growing child as regards the desk chair he occupies is a good deal worse for his health than a slip-shod fit for his clothes or trousers. It is really, if we think of it, worth as much to the child to be accurately fitted in respect to the height of his knee, the length of his femur, the height of his back support, and the distance of the desk support which he uses for his writing and drawing, as it is that the lenses of his glasses shall be accurately ground to fit the peculiarities of his eyes; and it is just about as easy to accomplish.

Why not examine the child and let him have the right desk and chair each time if it can be done quickly? It can be done. To that end I have attempted to devise a measuring chair, to study the child and to register the data for the prescription of his desk chair, height of knee, length of femur, difference between elbow height and ischial bones when sitting, and height of lumbar back support. It consists of an arm-chair placed at such a height that the observer need not bend himself too much in order to make out the different

heights of the pupil which he has to record. There is a sliding seat, so that it can always be brought clear into the knee hollow, and through the placing of the leg and foot at a right angle and the feet flat upon a support, which is carried by an adjustable screw—it is not necessary as a step or support for the foot, but merely to determine the actual knee height with the shoes on. Then you read on one scale his knee height, on another the femur height, here the difference between the elbow and sitting height, and you adjust the pad in the back to determine the proper height for the lumbar support in the back. You have all the data which can be put upon the prescription, which is that child's plan, good in any school-room where he goes, for a desk and chair of such a height, if they have adjustable desks and chairs,—good in the eyes of the schoolmaster and the janitor until the time comes for him to be re-measured, which may be in three months or in six months; it will surely come before the year is out. On such a basis as that I think we should be able to accurately determine what kind of adjustment is needed in individual cases, and in time we shall bring the manufacturers and the venders of school furniture to work upon a scientific basis.

### Dr. Sargent on Military Training.

(Part of an address by Dr. Sargent, of Harvard University.)

The physiological requirements of a good exercise are, briefly, that it should be interesting enough to engage the attention to start with; that there should be weight or resistance to overcome; that there should be vigor and activity of movement; that as many muscles as possible should be brought into action; that the heart and lungs should be involved; that there should be alternation of movements and no tetanized movements; that there should be co-ordination and co-operation, etc.

My principal objection to military drill is that it does not fulfil the functions of a good exercise as we are taught to understand it. In the first place it is not of sufficient interest in itself to arouse enthusiasm on the part of the young man for his own physical development. The exercise of the manual itself does not give that energetic, active movement to the muscles which is necessary in order to secure their best development. It is essentially a one-sided exercise, bringing into action the elevators of the scapulae, deltoid, trapezius, the biceps and the flexors of the arm, wrist, and hand on one side. It does not increase the circulation and respiration to a sufficient extent to develop the heart and lungs. During the drill the clothing is usually buttoned tightly around the body, therefore interfering with the natural circulation and respiration. The muscles are not alternately contracted and relaxed, but are tetanized; that is, are held in a strained position. This not only impairs the tone of the muscle, but also the tone of the brain and nervous system at a time when they should be relieved from all tens on. Finally, the mere exercise of the drill does not engage the co-operation and co-ordination of the muscles enough to bring into action the central nervous system. Coolness, courage, presence of mind, and that responsiveness to the rapid exercise of judgment which is developed so admirably in the practice of athletic sports, and which is so important to a man of business as well as to a soldier, are not developed by the practice of military drill itself. I am prepared to admit, however, that other very desirable qualities, such as obedience, patience, fortitude, and forbearance, may be brought to a very high degree of perfection under the military drill.

The community at large have long labored under the idea that there was something about military drill that assisted to make the figure erect and to give a graceful and manly bearing. But I am prepared to maintain that military drill itself tends to make one stiff and angular in his movements and to droop the shoulders. This fact has long been recognized throughout the civilized world. There is a set of calisthenics or gymnastics incorporated into nearly every treatise on military science, in order to meet this objection. Upton, in his old military tac-



tics states that the "setting up" drill, as it is termed, is indispensable, and that it must be frequently recurred to, and that soldiers must be frequently exercised thereby.

The new tactics allows more freedom of movement to the individual soldier, yet three times the amount of gymnastics are introduced as in the old tactics. In this connection it may be interesting to note that Lieut. Koehler has, by the authority of the secretary of war, gotten out a manual of physical exercises, to be used in the United States army. Col. Fox, of the British army, has also gotten out a manual which is used in that organization.

As regards neatness and trimness of figure, I would say that there are easier methods of attaining this admirable form of swell front, large chest, square shoulders and straight back, which is familiarly termed tailor-oring. It is said on pretty good authority that in some of our private military schools the feminine corset has actually been known to encircle the manly figure and support the manly bust. This "neatness of form and trimness of figure," however, is hardly as enduring as the figure that would be acquired by the systematic practice of free movements and gymnastic exercises which were incorporated in the very manual from which are taken the drills for our youth. As for gracefulness, a young man will acquire more grace by putting himself one hour a week in the hands of a dancing master than by working under a drill master one hour a day.

In answer to some of my criticisms it may be said that we have military drill in our normal schools for physical training. We do have something which we term military drill, but this embraces simply the formation of companies and of squads for the practice of pacing and marching, and we have adopted the United States system in order to have uniformity in our regulations and commands. We also use military drill as an exercise in motor responses to repeated commands, thereby carrying out the suggestions which Dr. Fitz has made here this morning in regard to practice in reaction time. I am perfectly free to admit that I think every man ought to be able to drill a mass of men. One of the functions of the gymnasium teacher sometimes is to guide large bodies, to marshal them in exhibitions and things of that kind, and it is that part of military drill which I consider of value.

If we were called upon to-day to prescribe the best sort of exercise, not only to make the student a citizen but to make him a soldier; the last exercise that we should resort to is the manual of arms, to bring a man to the best condition either to be the defender of his country or to meet the exigencies of war. If I were asked to make a prescription of exercise for such an individual, the first thing I should do would be to instill into his mind that the weapon he was expected to carry was not simply to be put through the manual of arms, but it was a weapon to kill; and that "To the Right Shoulder Carry!" and the other manipulations were not especially devices for his physical improvement, but simply to enable him to change his position in order to bear the weariness and monotony of his burden, and to accommodate himself to the individual or to the unison and action of others.

Were any further comments or arguments necessary in order to show the fallacy of this movement in our schools, I might refer, for instance, to the establishment at West Point and Annapolis of gymnasiums and putting instructors in command of them. If still further evidence was needed I should call attention to the fact that in European countries where they are really trying to establish almost a nation of soldiers, they have learned by experience to develop the boy into an all-round man in the first place, by systematic gymnastic work, before they undertake to make him a soldier.

If, then, it is admitted that gymnastic training is necessary to give a man the exercise that he needs to make him a soldier, I say why, in the name of all that is reasonable, should we give a young boy military drill in order to make him a good citizen!

## Anthropometrical Tests.

Anthropometry or physical examination and measurement of the human body is beginning to be considered indispensable in physical culture. The idea has taken hold somewhat that without it there can be no progress, as the results of systems of gymnastics can be judged in no other way than by means of this method.

During the month of February, 1895, the Anthropometric Committee of the American Association for the Advancement of Physical Education sent out questions to a large number of persons especially interested in anthropometry. Not many replies were obtained, but the data and views expressed in the reports received are very interesting and will be particularly appreciated by the students of physiological pedagogics.

1. The returns give 10,984 as the total number of persons measured and observed during the year, among them 8217 men and 2731 women. The social classes to which these examined persons belong are largely students and not the laboring people, save the few reported by the Y. M. C. A., also from the reformatory prison at Elmira, N. Y.

2. Twenty-one reply that they employ the methods of the A. A. P. E., sixteen the methods of Y. M. C. A., and ten other methods, mainly those in use at Yale university. Twenty-two make their records with the metric measures and the same number in the English method.

3. Of the examiners who sent reports fourteen tabulate their measurements; by averages, 14; 8 by means; 2 by physical excellence; 8 by other ways.

4. Twelve examiners print their results.

5. Seven report that they employ in their measurements the sphygmograph, and these only in special cases, and those in which it is expected to find diseases or abnormal action with the possibility of treating them.

6. Forty-seven examiners state that they have found from their examinations that they can advise and prescribe exercises and treatment that give good and constant results. Twenty-nine reply positively that they would not be willing to prescribe from a list of measurements alone.

7. Of the defects noted in the methods of measurement a few of those reported are here given:

a. Examiners should be physicians specially trained to the work.

b. Too many measurements; too few strength tests. Would employ Kellogg tests.

c. Special care to get the parts of the body in proper relative positions to see that full strength is exercised on the dynamometers.

d. The distance through which a man moves his body on dip and pull up should be taken into account.

e. Nothing to indicate antero-posterior defects.

f. Measurements of head, circumference of joints, height of sternum and naval unnecessary.

g. Measurements do not show true development.

h. Would reject pubis, shoulder-elbow, elbow-tip, and finger-reach measurements.

i. Would measure legs separately, *i. e.*, each leg consecutively.

j. A. A. P. E. method too severe in strength tests, *i. e.*, dip and pull up for women.

k. Want of a general uniformity through the country.

l. Strength tests are a weak point.

m. Condition of teeth, standing and sitting positions of spine should be considered.

n. Personal history of more value than measurements.

o. Need of uniformity and unity of measurements.

p. Of what is lung strength a test?

8. Fifteen report that they use Upham's (A. A. P. E.) dynamometers; seven, Tiemann's; three, Kellogg's.

9. Twelve use A. A. P. E. methods and three use other ones to compute total strength, and if so, how?

10. Fourteen report more or less examination of the eyes, with the finding of astigmatism and myopia. But three speak of the other senses.

11. Of results obtained from study of the relation between different items, such as weight and lung capacity, the following are reported: A flat chest more mobile than a full one. A person with a long, flat chest can blow more than one with a broad and full chest. The man with the greatest capacity does not have the greatest physical endurance. Prisoners are underweight fifteen pounds in proportion to height and hence have small lung capacity.

12. Psychological tests are not generally made. Attention seems to be given only to tests of reaction time, accuracy of movement, and memory.

13. New apparatus and devices for anthropometric work are: Callipers of Schliermacher. The Sphygmo dynamometer. Use of photography with graduated screens and kindred appliances. Mr. T. Elkington, of Philadelphia, has a little device for measuring the length of legs; so has Dr. Wilson of the same city. New callipers of aluminum made by Narragansett Machine Co. Kellogg dynamometers. The Thoracomètre of Demeny.

The members of the reporting committee are Miss Senda Benson, Dr. J. W. Seaver, of Yale, and Dr. E. Hitchcock, of Amherst.

### Exhibit of Physical Training Methods.

At the Armory of the 22nd regiment, April 26, the American association for the Advancement of Physical Education was able to gather and compare the different method of physical training now in use at the Teachers college, New York, in the public schools of New York city and Brooklyn, in the schools of the New York Turnvereinen, and in the Y. M. C. A. association branches.

The First Battalion American Guard of Mr. Boyer's school appeared in an exhibition drill which was received by the vast audience with applause, though the physical directors present declared that as a system of physical training the military drill, as furnished by its oldest corps, was valueless. Even the marching was excelled by the different organizations later in the evening. Next appeared a delegation from the Teachers college who under the direction of their teacher, went through a graceful drill in which they used two rubber balls.

They were followed by the boys from certain Brooklyn schools who showed their class-room exercises and in parts whistled the tune of "Old Kentucky Home" and other tunes in unison with their exercises. Their teacher received flowers as a reward for her exertions.

Then appeared the public school pupils of two of the New York city public schools No. 23 Primary (Miss H. A. Roberts, principal), and Grammar Department No. 90 (Evander Childs, principal), under the direction of Dr. J. Gardner Smith, who is physical director in five of the city schools. For fifteen minutes classes representing all grades of the primary school No. 23, went through the exercises devised for their class-room drill with and without apparatus, the grammar school representatives meanwhile kneeling in a hollow square outside. The little tots, some of them hardly able to march the length of the armory hall apparently, marched to their places unattended by their teachers and went through the exercises with a vigor and precision that was astonishing.

It was a pretty sight to see the earnestness and grace with which they completed their work. They received rounds of applause as they filed off. The grammar scholars rose from their knees and took the floor and for the next fifteen minutes gave simultaneously an idea of the physical training in their grades. The work was well done, a class of clubswinging, girls and boys of the first grade or last school-year doing especially well. Competent critics of the *Staatszeitung* pronounced the exercises of the public school children of New York city to be perfectly done, though the envy of certain Turners caused them to say "it was only parade drill and the result of special training by selected scholars." Two remarks that are thoroughly unjust for the exercises are better performed in the class-rooms every school-day in

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the year and the only selection made was of scholars who could obtain their parents permission to go that night. The only preparation was to drill the scholars of the primary once in the armory and to drill the grammar scholars so that they could simultaneously show the work of the different grades and march on and off the floor without losing a second of the thirty minutes allotted for the public schools exhibition.

The public schools of New York city were the only division to march on the floor and go through their exercises and march off without a leader to go through the exercises for them. The self-reliance and intelligence they showed from the six-year-old primary scholar to the sixteen-year-old first grade scholar spoke volumes for the efficiency of the discipline and power of self-help developed by the course of study and their physical training. This self-reliance was in marked contrast to the only defect in the work of the Turners. (Children classes who were directed to their places by their teacher and in some cases of younger children moved to them bodily.) The promptitude of the public school children was also in marked contrast to the irresolution in taking their places the Turners showed. Besides the Turners' classes of children kept their eyes fixed on their leader as they went through their free-hand movements, but this was only a slight defect, for it must be said that, once started, the Turning classes went through their exercises with a vigor and strength and endurance that was beautiful to behold.

A class went through pretty evolutions waving American flags and singing patriotic songs; another class of girls performed a "Lorelei dance" to the accompaniment of a brass band, which aided all the Turners. The older classes exhibited their drills with dumbbells, wands, clubs, etc., and revealed the source of most of the exercises exhibited that evening.

The Turners showed marvelous precision and accuracy in their evolutions and it is a pity that the delays in getting the divisions on the floor and off marred an otherwise perfect exhibition of a system of physical training that has been the mother of all subsequent systems.

The Y. M. C. A. were well and numerous represented by splendid classes of young men in the vigor of perfectly developed health and strength; they were followed by the Turners and others and took part in exhibits of apparatus-work which were well done; the juggling, tumbling, vaulting, high jumping, etc., being simultaneously exhibited on the floor.

Divided skirts, bloomers, and Turkish trousers seemed to be the usual uniform of the ladies in the classes represented.

At 12, the vast audience dispersed, well pleased with the exhibit of what our physical directors and trainers are trying to accomplish in the way of securing for our young men and women the sound body that should accompany the sound mind. Judging from the exhibit, the different associations represented are producing a rising generation that will almost realize the Greek ideal of a perfect union of mental and bodily vigor.

H. G. SCHNEIDER.

## Letters.

### Private Normal Schools.

In the editorial notes of THE SCHOOL JOURNAL of March 2, you quote from the Kansas City *Journal*, with approval, some paragraphs; I quote another you omit and remark:

"These private normals that have sprung up after the fashion of the one at Lebanon, O., and the other at Valparaiso, Ind., are educational nondescripts of the first water. One and all, they are shoddy schools, doing shoddy work, and are run for revenue only, and entirely in the interests of those who run them."

The premise taken as granted is that a school conducted under a "shed," attended by "herds" of "raw" young people, is necessarily unworthy and "shoddy." The question seriously to be considered is: Does a lack of so called "equipments" seriously impair the true power of any educational institution? May not Garfield on one end of a log and Mark Hopkins on the other constitute a worthy educational institution? Now I know, that as poor teaching as I have ever seen was in one of the richest institutions of this country, and as good teaching as I have ever seen was in a country school in Kentucky, where there was no floor, and the children were seated on puncheon benches. And for the benefit of those who know no more about me than they do about "shed-normals," I may state that I have spent fifty years among schools and school teachers, and not boastfully, I have studied education as much, written as much on education, and educated as many people as any other person of my age in this country.

Those who have their own children to train know that there is such a thing as embarrassment of riches as certainly as there is embarrassment of poverty. More, I believe, and a great many eminent thinkers believe with me, that the idea that an education is possible only with an environment the result of multi-millions is working a great evil to the boys and girls of this great country. I loyally believe that the humblest boy should be aroused to the highest possibility of his nature, but I also know that an

education received amidst the luxuries of "palace boarding schools" of all things most unfits that boy to make his *own* way to a palace of his own. In saying this I would not appear as inveighing against or condemning "palace boarding schools." They are necessary and useful. There are those who need them and have a right to them. But I do wish to assert that a large majority of the youth of our land do not need them and cannot get them, but they do need and can get what they do wish, and what will better prepare them not only for their own, but for the highest walks in life. I say frankly, and I believe, intelligently, that could I choose for my children as between the palatial public schools of my knowledge, and the "shed" country schools of my knowledge the latter should have the unhesitating preference, and there are thousands of educators who would agree with me.

The private normal schools are said to be peripatetic. I am connected with one which has been in the same place for forty years and under one management.

When it says: "There is really nothing substantial about them except the squeezing devices employed to get all the money possible out of the young people attending them," the fact that young people can attend these schools at one-half to one-tenth the expense forced upon them at the palatial schools must be borne in mind.

As to inspection, the private normal schools court it, only the state normal schools resent the idea. The worst evil of public education to-day, especially in those schools which use millions of the public money, is the lack of inspection.

But really, friend Kellogg, there should be no harsh language nor ill-feelings in this discussion. I am sure that neither side is all right or all wrong. There is much that is good in private normal schools, and in private business colleges, and in private academies, and in poor schools, and in shed-boarding schools, which the palatial-school men should feel bound to respect, and which I know they do appreciate and respect. I know also that the coarse shoddiness of these Kansas City columns does not reflect the genuine feeling of the sincere friends of the best education of the country.

R. HEBER HOLBROOK.

National Normal University, Lebanon, Ohio.

[The work done by President Alfred Holbrook at the Lebanon normal university, Ohio, is truly a magnificent one. Devotion, heroism, educational insight, and Christian sympathy have marked the entire course. His son Heber fitly takes up the work in the same spirit, and thus Lebanon year after year will continue to send out its noble band of earnest and well-trained teachers. Would that there were hundreds of such private normal schools! The state of Ohio would not itself support normal schools, and hence the need of private institutions; these have enabled the state to maintain its educational standing. There will be counterfeits of all good things; there are schools that have tacked the word "normal" over their doors, but which lack every element of a normal school. It would be a good thing if there was an appropriate inspection of all institutes that claim to prepare teachers. Why not require such to take out a license? One could be licensed to fit for the third grade certificate or the second or the first.—Ed.]

THE JOURNAL was always good but it is better than ever. Away here in Berlin it represents American education in a wonderfully accurate way. You are touching upon a very important subject in discussing boards of education. No great advancement can be made in our schools until their authority and limitations are revised. The school must be divorced from politics. As it has been the American school has been too much like the American custom-house,—influence has been needed to get into it, but a change seems impending.

From my study of the German schools I am convinced that religion as taught in them is of fundamental worth, and that its omission from our system is dangerous. I can see now more clearly than from my first visit why Germany is such a grand and noble country—it is her school system. For one century her best minds have given their best energies to think upon education.

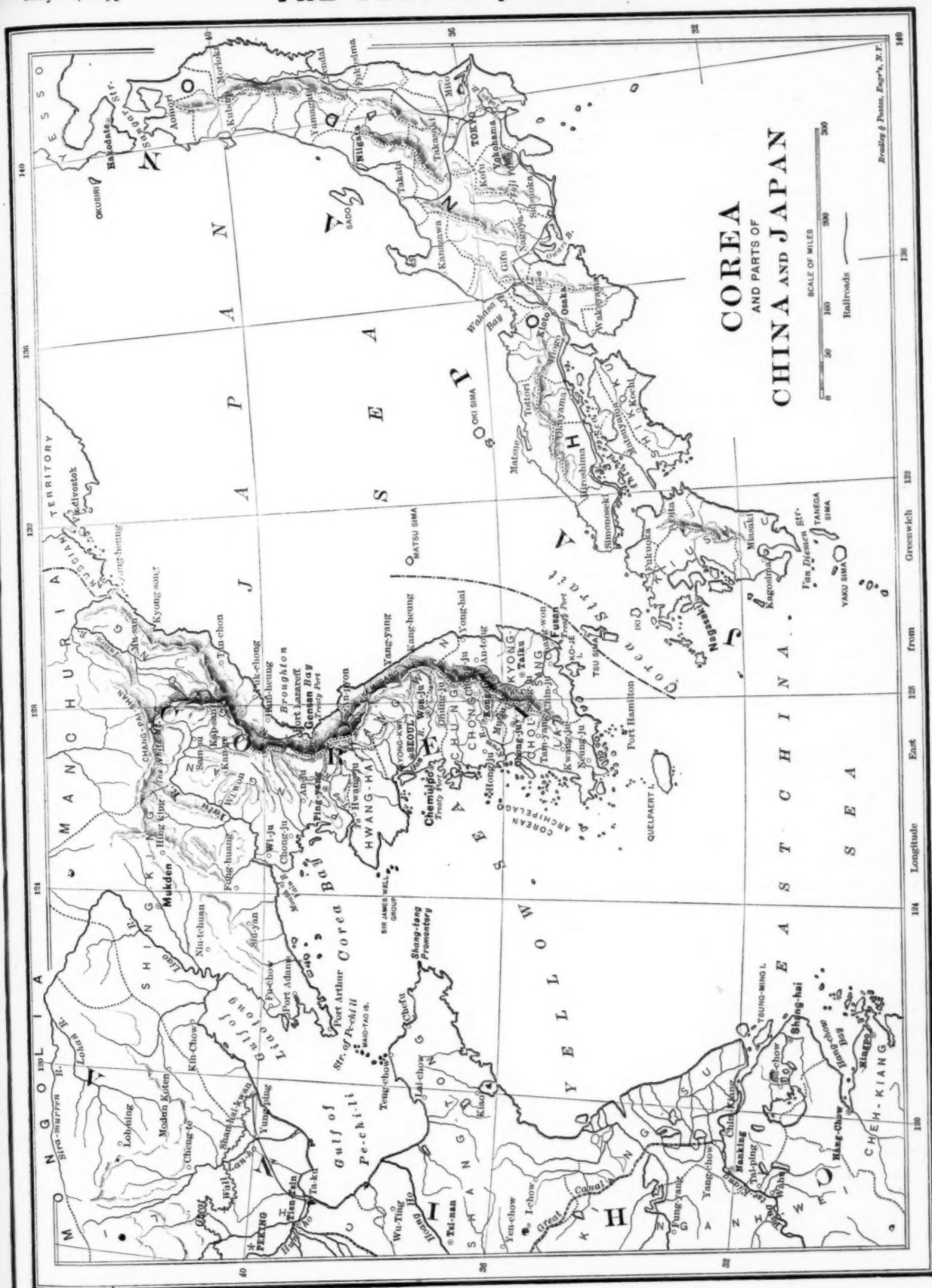
Berlin, Germany.

L. SEELEY.

### Leading Events of the Week.

The Chinese of Formosa sent a delegation to the British officials to request that Great Britain prevent Japan's from annexing the island. In accordance with the advice of Russia, France, and Germany, it is said that Japan relinquishes permanent possession of the Liau Tong peninsula.—In a test at Indian Head an eighteen-inch Carnegie plate resisted a 1,100-pound projectile.—Lieut. Harra, who commanded the *Conde de Venedito* that fired upon the American merchantman *Allianca* off Cuba, detailed on land duty with a reduction of pay by the Spanish government.—Gen. Martinez Campos dissatisfied on account of the incompetency of the Spanish officers and soldiers in Cuba; the popularity of the insurgents said to be gaining.—Sioux City, Ia., and vicinity swept by a tornado; fifty or more lives lost.—Revolutionists in Ecuador capture the port of Esmeraldas.—Miners in the Mahoning valley, O., receive an advance in wages.—The Washington arch in New York city dedicated.—President Low gives \$1,000,000 to Columbia college for a new library.—A reargument of the income tax cases begun before the United States supreme court.





[Readers of THE JOURNAL well appreciate the map here given of Korea, a country which, by the recent peace treaty between Japan and China, has been granted its independence. Although Korea asserted its independence previous to this treaty, it was nominally tributary to China. A great many interesting things might be written about this strange land. Many of the people wear white cotton, baggy garments and tall hats so much too small for them that they are set on top of their crowns. They

are a Mongolian people, resembling the Chinese in many ways; they may be considered a link between the Chinese and the Japanese. Chinese is their classical language, the same as Latin is with us. Those who wish to know more about this country should read the American Educational Bulletin, No. IV., entitled *Corea: The Hermit Nation*, from which the accompanying map is taken by permission of the publishers, the American Book Co., New York, Cincinnati, and Chicago.]

## Editorial Notes.

The western teachers will have to fill the office of president of the National Association of Teachers this year. There is considerable speculation as to the one that will be chosen. Supt. Greenwood is probably one of the most popular men in the West, but he is a man who doesn't want it. Col. Parker rightly deserves it and the West likes him immensely.

The report on Correlation by the Committee of Fifteen is not likely to be accepted by a large number of thinking teachers. Some try to explain that Dr. Harris, its author, is a Hegelian, and that the others of the committee are Herbartians, but this does not explain. The view of Dr. Harris is fundamentally opposed to the trend of thought concerning education in America today. He is a truly able man, but his views represent tradition rather than what the present thinks of the past.

THE JOURNAL is reminded by a letter of the work it has done for the past twenty years in practically pointing out a way to better things in the schools. The writer is now doing a prosperous real estate business; he is on a school-board; he says: "I have never lost the enthusiasm I felt when I read in 1879 these words in THE JOURNAL, 'The central idea must be to enable the child to know and understand himself and his surroundings.' This I felt was so different from drilling him over and over on lists of words in which he felt no interest. I began to study education; I began to hold my public as I never did before, and I have been sad many times since that I was not back in my school-room." To have produced such results in thousands of cases is something to rejoice over.

It seems from an examination of exchanges that Pres. Stanley Hail is the star lecturer of the day; his subject is "The Child." The Southeast Kansas Teachers' Association, at Garnett, obtained him for two lectures. Here is a hint for those who wish to speak to teachers. There are but a half dozen men who are first-class speakers at teachers' gatherings. Among them are Dr. Rice, Stanley Hall, Col. Parker, E. E. White, and A. S. Draper. Why should there not be more? Why are there so few teachers who can speak? It is the old story: (1) The teacher is not willing to spend the midnight oil and (2) He is not *en rapport* with his work.

The trustees of the N. E. A. through Prof. N. A. Calkins, chairman, send out a report on the matter of the copyright of the reports of the Committees of Ten and Fifteen.

The chairman said before the former, that the investigations were instituted in the interests of public education and it was desirable to disseminate them as widely as possible. Thirty thousand copies were printed and distributed free by the bureau of education. For a second edition (with new matter added) a copyright was taken and five cents per copy is given of the cost to the fund which provided the plates. (It appears that the expenses of the Committee of Ten were \$4,505.94—\$2500 came from the N. E. A. and the balance from private sources.

As to the taking of a copyright on the report of the Committee of Fifteen the trustees had no previous knowledge of it. Additional matter has been added; the nominal price will be the cost of publication. The reports of the sub-committees are free for publication. The trustees desire the widest dissemination of the results of the Committee of Fifteen.

The American Book Company furnish this report.

In the May issue of the *Educational Review* reference is made to THE SCHOOL JOURNAL:

"The main fault of these (educational) journals has been to deal in personalities, and to print more or less artificial school-room devices, mistaking them for principles or methods. These have been grave faults in the past of THE SCHOOL JOURNAL, which aims to be national in scope. Of late it has shown marked improvement, and if it would publish independent and unbiased book reviews, put to better purpose the space now too often given to the portraits and achievements of wholly insignificant persons, and free itself from petty jealousies and antagonisms it would greatly extend the sphere of its usefulness."

Dr. Butler probably feels too keenly the mild strictures made in THE JOURNAL on his conduct in the copyright matter. He was wrong. "Personalities?" If so just ones. "Artificial school-room devices,"—possibly, there are a good many around these days. "Independent and unbiased book reviews"—they fully equal the quality of those in the *Review* in these respects. "Portraits and achievements of wholly insignificant persons." There are a good many men deemed "insignificant" that are doing a work far nobler than those hoisted by political machinery to places of importance, and well deserve recognition, and they shall have it. "Petty jealousies and antagonisms,"—entirely free from them.

And now for some thoughts suggested. THE SCHOOL JOURNAL started out twenty years ago with a distinct purpose—that of reforming education; it had a distinct plan—to arouse the teachers to study education. It proposed to do a better thing than to select from among contributed articles enough to fill certain space; it proposed to answer the question that was asked again and again by convinced or partly convinced readers, What would you have us do? This incident among others led to a change in its plan. Proud of an article that covered three pages, by a noble college president, the editor visited a New York principal, and asked if he had read it. "Not yet, perhaps I will some rainy day," was the reply. In answer to the question, "What do you read in the paper?" he pointed out a short article on the Right Teaching of Spelling. Then, too, about this time, Henry Barnard had become a bankrupt by publishing valuable articles (?) that only a dozen teachers could be persuaded to buy.

The editor was acquainted with the problems that must be met and solved by the teacher of the district school; he had been there. Of the 400,000 teachers in the United States, the vast number were teaching in small or moderate-sized communities; it was these THE SCHOOL JOURNAL aimed to reach; he left the superintendents of cities like New York, Boston, Brooklyn, and Philadelphia for a later day; for the reaction that he felt would assuredly set in. College professors and theorizing officials were not aimed at, but principals of schools who would assemble their assistants around them, and county superintendents who were riding over vast spaces to visit way-side school-houses, and superintendents of villages who were obliged to teach the full time as well as supervise—all men and women

in search of the best methods of teaching.

What has come of these persistent efforts? In the "seventies" the whole tide of influence was against reform in education. Some active agency must have been at work to have caused such a change in the schools; revolutions do not come of themselves. The arguments made with the teachers that they should study education produced conviction. The publication of books bearing on education set in slowly, but is now one of the educational signs of the times. A willingness to read somewhat a journal like the *Educational Review* is another effect; that would have died still-born if it had been issued before the "nineties."

THE JOURNAL advocated manual training when its best friends counseled silence; they said, "You will never live to see the day when it will be adopted;" its utterances on this subject paved the way for the splendid work of Dr. Butler in founding the Teachers College, which had a manual training sub-structure, as is well known.

In those days the New Education had not been heard of, and its only advocate was THE SCHOOL JOURNAL; somehow we hear a good deal about it in these days. The mayor of this great city said in '74, "You are advocating a humbug in THE SCHOOL JOURNAL,—I mean the kindergarten."

The early foundations of the magnificent School of Pedagogy of the University of the City of New York, were laid in the office of THE SCHOOL JOURNAL by Dr. Jerome Allen, when he was assistant editor, and to which he consecrated himself too devotedly for the physical strength he possessed.

So that it will be seen that the work of THE JOURNAL is not to be judged in a picayune fashion; it is an institution that has set itself resolutely to reply to the questions, What shall we do and what shall we think in education? Finding that these earnest questions could but be partially answered in the pages of THE JOURNAL, it began about twenty years ago to publish THE TEACHERS' INSTITUTE (double the size of the *Educational Review*), which at various times has reached the circulation of 40,000. It is a wonderful paper for the teachers. For students of pedagogics it publishes an indispensable journal—EDUCATIONAL FOUNDATIONS. For the teacher of young children it publishes THE PRIMARY SCHOOL.

Probably 100,000 teachers are thus met on the plane of their actual needs in a single year and inspired and aided to advance to a higher conception of their work. In the words of Hon. A. S. Draper, when superintendent of the schools of the state of New York, "THE SCHOOL JOURNAL has a policy, and it is the only educational paper I have seen that has."

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence THE educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, this is the paper.

THE PRIMARY SCHOOL, at \$1.00 per year, is a right hand of help for the teacher of young children.

EDUCATIONAL FOUNDATIONS, at \$1.00 per year, is for students of pedagogy. It discusses the History, Principles, Methods, and Civics of Education, and Child Study.

OUR TIMES contains the news of the month arranged for use in school, 30 cents a year.

A superintendent will need THE SCHOOL JOURNAL; his assistants THE INSTITUTE and PRIMARY SCHOOL; the one interested in the study of pedagogy will want FOUNDATIONS. Earnest teachers seeking advancement take THE JOURNAL, THE INSTITUTE, and FOUNDATIONS.

Besides these periodicals we publish the largest standard line of books on teaching, and teachers' aids. Also keep in stock all educational books published. Catalogues free. Correspondence invited. E. L. KELLOGG & Co., Educational Publishers, 61 East Ninth Street, New York.

The *Public School Journal* speaking with reference to the copyrighting of the "Report of the Committee of Fifteen" by Dr. Butler says: "We are not in a mood that enables us to comment on this proceeding in language suitable to these pages. Indignation is not the proper state of mind for the judicial treatment of any question, and we fear the more we reflect upon it the more causes for indignation we shall discover."

The *Educational Review* for May says: "The prospects for school reform in New York city are very bright. The ringsters who have so long dominated the schools are fighting desperately to retain their power and patronage." (It will have to say in the June issue that the whole effort has failed. The great reason why the teachers were opposed to the bill lay in the fear they would only go from the present ringsters whom they know to others they know not of but feared. There is a deep desire among them for a better scheme—only prove to them it is better.)

The *Southern School* referring to the Cleveland meeting says: "Dr. Harris was not the most patient under the fire of his critics, and was evidently chafing to get the floor. He made a strong reply, laying about him right and left, to the discomfiture of his opponents and the delight of the audience. It is evident that he believes more in thought than in observation, or educational methods. He brought down the house when he said, 'According to Col. Parker, grammar is not of so much interest and value, for study, as a butterfly that happens to fly by the window.'"

Prin. G. W. Walker, of Kenton, O., thinks the state board of examiners make a grand mistake in demanding such an enormous amount of reading and study in the line of psychology, and the history and science of education. "A little of that kind of mental provender is well enough, but one is not likely to grow intellectually robust on it. I never yet saw a person pick up a work on psychology and smack his lips and smile at the delightful intellectual feast he is about to enjoy." (Ha! ha!)

At last! The freshmen students at Cornell university held their annual dinner as any other decent set of men would in a public manner and there was no trouble. There has been no trouble of any kind between the undergraduates this year, which may indicate that the last trace of "mobbing" or hazing has disappeared from Cornell. But it needed the sacrifice of a life to reach this point!

Col. Parker should let knowledge much more abound in Cook Co., Ill. Representative McCarthy introduced a resolution in the legislature at Springfield, requesting the daughters of Illinois not to accept the hand of a foreigner. This representative has a name that strongly suggests a foreign parentage.

The story comes from Florida that Mrs. W. R. Langford, who attended the teachers' institute at Bartow was accosted by an old woman who informed her that she was destined to die in two months. Mrs. Langford believed it, went home telling her husband she was doomed, and took to her bed and began to waste away.

The Boston *Journal of Education* appears in brand new type. It always contains valuable material for the educator, and is a welcome visitor in all parts of the country.

*School Education*, of Minnesota, also comes out in a new dress. The April issue had an interesting collection of material for Arbor day.

There is to be a "stirring of the waters" this summer. The teachers of Michigan are to turn out in force for Denver.

At the Northern Indiana Teachers' Association 857 were enrolled. How is it New York can get out only 100?

The three subjects selected for discussion in the general sessions of the N. E. A. are:

1. Co-ordination of Studies in Elementary Schools, by De Garmo, Jackman and C. McMurtry.
2. The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship, by Supts. Martin (Boston), Johnson (Columbia), and Marble.
3. The Instruction and Improvement of Teaching Moral Work, by Prof. Olin E. Barnes, and Supt. Jones.

The evening addresses are to be by Chancellor Payne, Prof. Le Conte, Pres. Baker, and H. W. Mabie.

Fares from New York and return with membership costs about \$50. A sleeper to Chicago is \$5 more; there are chair cars very comfortable from Chicago to Denver; one night required—which the Chicago teachers will use, \$11 round trip. So that \$55 will carry one in a sleeper to Chicago and chair car to Denver; meals will cost \$3 and upwards.



A most important conference on manual training in the elementary schools will be held May 18, at the Teachers' College, to which all teachers are cordially invited.

The Virginia *School Journal* for April publishes the "Report of the Committee of Fifteen" on "The Correlation of Studies." There will be normal institutes at Abingdon, Bedford City, Charlottesville, Farmville. For colored teachers at Hampton, Petersburg, Staunton.

President Hill, of the Sioux City school board, in his annual report refers to Child Study. He says:

"The superintendent prepared a blank for teachers to record their observation of each pupil. The object is not for publication, but to require each teacher to become thoroughly familiar with the peculiar characteristics and abilities of each pupil, and that defects in sight, hearing, etc., may be duly considered in all the school work."

The circular of The Martha's Vineyard summer school just received is a handsome pamphlet of seventy-two pages, illustrated with half-tone cuts, showing the buildings, grounds, and surroundings. A large and commodious new auditorium has been erected, which will seat six or eight hundred persons. This is a spacious hall, surrounded by broad verandas, looking out upon the sea, the lake, the town, and the country.

The eighteenth annual session will be held in July, at Cottage City, Mass. The curriculum embraces art studies, the academic branches, and pedagogy, the last named including the principles and methods of both elementary and high school teaching. The school is especially strong in the department of primary work.

For instructors it has Mr. Bailey in drawing, Miss Coffin in primary methods, Miss Mingins in kindergarten, Mr. Murdick in geography, Mr. Metcalf in grammar, Mr. Aldrich in arithmetic, Mr. Boyden and Miss Brassill in nature study, Miss Hill in writing, Dr. Mowry in civil government, and Mr. Meleney in history, Mr. Edson in school management, and Mr. Zuchtmann in Music. In psychology and pedagogy, lectures will be given by Pres. Payne, of Nashville, Profs. Royce and Palmer with Mrs. Palmer, of Cambridge, Dr. Dickinson, Mrs. Hunt and Mrs. Kellogg, of Boston. Daily round-table conferences in supervision will add greatly to the interest.

The directors have a pleasant, cheerful, and well appointed cafe which this year they propose to keep under their own management and they guarantee good board at the small price of \$5.00 a week. The location of this school "out in the Atlantic ocean," fanned by cool breezes even in July mid-days, leaves nothing to be desired.

The *Public School Journal* has a valuable critical article on "Correlation and Concentration" relative to the "Report of the Fifteen." Mr. Brown says, "The correlation discussed refers to the relation of school studies to life." "This question never received an abler treatment by any committee in the history of the N. E. A." "When the report drops from the consideration of values to the suggesting of methods, it does not speak with the same authority and convincing power."

"There is at present in the minds of the American educational public an idea of a method called concentration." "There is much loose talk about some of the school studies being taught incidentally to others, as arithmetic to natural science, for example." "It is pretty certain that any principle of grouping studies that is not also a principle by which the activities of society are grouped is artificial and visionary. Every method of grouping studies must be found in its essential features active in the life of the social whole."

The article in the same journal from the pen of Pres. John W. Cook, Ill. normal school, on "Modern Educational Movements" is an excellent one, because the writer sees there have been movements. There are a great many men in important places who wholly disbelieve in movement; they call it a "craze." One of these lately remarked: "I have seen the mental arithmetic craze, the sentential analysis craze, the drawing craze, the manual training craze, and now it is the kindergarten craze and the pedagogic craze. But tell me do these people turn out any more thorough scholars than we did who had no 'craze'?"

Pres. Cook says: "Contrast with the primary schools in which you and I sang those monosyllabic columns in Webster's spelling book, those modern schools found here and there with their course enriched by lessons from the 'real truly' outside world which is at last actually permitted to profane the sacred spaces of the temple of learning. Who can deplore the fact that those inane sentences with which the bookmakers once crowded the first readers are rapidly being returned to the intellectual rag-bag. I trust I am not in error when I assert that the term *pedagogics* has entrenched itself in our language and that it stands for a more or less definite body of doctrine. The child-study movement is the most significant awakening of modern times."

Hood's Sarsaparilla is everywhere acknowledged the greatest remedy for all scrofula diseases.

## Lancasterian School Anniversary.

The American public school owes a debt of gratitude to Joseph Lancaster. This distinguished English schoolmaster arrived in New York in 1818 to aid Governor Clinton and other promoters of public elementary instruction in the establishment and organization of schools. The people at that time were hardly willing to make adequate appropriations for the support of public schools, and Lancaster's monitorial system found much favor. By this system one teacher could manage a school of several hundred children, choosing monitors from among the older pupils to conduct recitations under his supervision. The plan undoubtedly had great merits. Firstly, the expenses could be kept within the limits of the meager appropriations; secondly, the want of trained teachers did not seriously affect the progress of public education, as one could conduct a school where at present at least from five to twelve would be required; finally, the monitors were instructed how to conduct a recitation and, as a rule, did better work than adults could have done who had no special preparation for this sort of work. Through the Lancasterian system the growth of the American public school was greatly promoted and a demand created for institutions for the training of teachers. In New York and Pennsylvania particularly its influence was felt and became a power for good.

Lancaster died in 1838. Few American teachers know his name, and still fewer appreciate the service he rendered to education. Brief mention of his work and influence on the American school is made in Lang's "Great Teachers of Four Centuries." It is refreshing to learn that an anniversary was recently celebrated at which an eminent divine, the Rev. Dr. Edward O. Flagg, paid a high tribute to Lancaster. The occasion was the observation of the one-hundredth anniversary of the birth of John E. Lovell, the founder of the Lancasterian school, at New Haven on April 23. About fifty members of the Lancasterian Association met in Warner Hall and from there went to the cemetery, where they strewed the grave of Mr. Lovell with flowers.

Dr. Flagg, made the address, telling how John Lancaster started a school for poor boys in London, and how Mr. Lovell, one of his pupils, started a similar school in New Haven. The following lines appeared on the walls of the Lancaster building:

Millions have fought and bled for a Name;  
Millions have perished to build up their fame;  
But Lancaster lives in the Heart and the Mind,  
The friend of Poor Children, the friend of Mankind.

Rev. Dr. Flagg touched on three points: first, the religious character of the occasion; second, the excellence of the deceased; and third, the importance of elevating the office of the teacher. As to the religious character of the occasion he spoke of the comforts of Easteride in the doctrine of the resurrection of the dead. He said as St. Paul hoped to present as his crown of rejoicing those to whom he had imparted divine knowledge, so might the beloved teacher, departed, present at the last his pupils to whom he had been so devoted while on earth.

"Lovell," the speaker said, "was a man who pre-eminently gained the affection of his pupils, as this gathering and other evidences attest. Thus he was like Dr. Arnold, of Rugby, or Dr. Coit, of Concord. The famous Judge Story said he derived more gratification from the testimonial of his students' attachment than for all the honors which he had received. Although born on a foreign shore he became in sentiment a thorough American. With all the national prejudices of an Englishman incorporated into his earliest education he was thoroughly nationalized with us. He offers an example which all those of foreign birth among us might profitably emulate. A celebration like this serves to emphasize the teacher. As the Greeks elevated Plato, Socrates, and Aristotle, so should we render conspicuous the office of the teacher. He belongs pre-eminently to evolution and especially to progressive America. We need above all others the enlightenment of the masses. By their votes the highest officials are chosen. And we shall be perpetuated in our republican sentiments by our mental development as a people. '*Sapiens Solus est Liber.*' (The wise is the only free man.) It were well to bear in mind the motto seen upon the walls of the old school-house in India ink: 'Education—the twin sister of Liberty and mortal enemy of Tyranny.'"

At the business meeting which followed, the meeting was called to order by the ringing of the old bell used sixty years ago to call the pupils to school.

## Reduced Rates to Denver, Col., via Pennsylvania Railroad.

For the accommodation of persons who desire to visit Colorado on the occasion of the meeting of the National Educational Association, at Denver, Col., July 5 to 12, the Pennsylvania Railroad Company will sell excursion tickets on July 3, 4 and 5, to Denver, Colorado Springs, Manitou, and Pueblo, at the extremely low rate of \$50.75 from New York, \$49.25 from Philadelphia, \$47.50 from Baltimore and Washington, \$47.25 from Harrisburg; proportionate rates from other points.

These tickets will be good for return passage from Colorado points on July 12, 13, 14 and 15, with an extension until September 1, if desired. A special train of Pullman Buffet Sleeping Cars will be run, leaving New York at 10.10 A.M., July 4, stopping at prominent intermediate points, and arriving at Denver in the afternoon of July 6.

This affords a grand opportunity for a trip to the world-renowned Rocky Mountain resorts in Colorado at a comparatively small cost.

### Spending the Vacation Abroad.

It is a very common impression among people who have never been to Europe that the proper thing for those who have but little money and time at their disposal is to cram as much travel and sight-seeing into the trip as it will possibly hold, and that in this way they get the best value for their money. This very generally accepted theory is what makes the personally conducted tours so popular among persons of limited means. It is quite true that by this mode of travel one is enabled to get over a great deal of ground and see a great many of the sights which lie directly in the beaten tourist track, but it also has its drawbacks. The individuality of the traveler is totally lost, and his personal preferences, if he has any, must continually give way before the inexorable rule of the program. It is useless for him to become interested in any particular scene or incident; the party is waiting to move and he must follow his leader. He cannot linger over the realization of some long cherished dream; the train leaves at six and he must hurry away with the rest of the party to catch it. He has no chance to meet or know anything of the life and the characteristics of the people because he does not have time nor opportunity to meet or mingle with them. He is a veritable victim of circumstances and must make the best of the situation.

The ideal way to see England or the continent of Europe is, of course, to settle down in each place, stay as long as one likes and take things leisurely. But this requires time and money and is not to be thought of by persons whose time and purse are both limited.

The next best thing is to select one or two central points where one may live for a short time comfortably and cheaply and study one's surroundings and the life of the people and visit the most interesting localities at the same time.

An excursion something after this fashion has been arranged for teachers and their friends to visit England, the objective points being the summer schools held at Oxford and Cambridge. The members of the party sail from New York to Glasgow and travel thence to one of these old university towns by way of Scotland and the north of England, stopping at the most interesting places on the way. In this journey they take in nearly all the places in the district which the conducted parties usually visit.

Arriving at the university they ensconce themselves snugly in students' quarters and then are free to study and enjoy English life and scenery, attend lectures, and visit the surrounding country as their fancy may dictate. At their option they may take side trips at a very moderate cost to the most interesting points, such, for instance, as Shakespeare's country, the great cathedral district, &c., &c.

(TO BE CONTINUED.)

### Examination of Teachers.

The state of Massachusetts is to enter on the work of examining teachers; heretofore each school committee did it. The state has had in operation for many years five normal schools and one normal art school, and has just undertaken the establishment of four more normal schools. It has come to insist upon full high school training precedent to entrance into the normal schools, and it has authorized advanced courses in those schools, suitable for college graduates.

The system of examinations by the state board is not made compulsory upon candidates for teachers' positions or upon the towns seeking teachers for their schools. It simply furnishes a means of certification of such candidates as may be found to meet the requirements of the educational standard, offering towns and teachers relief from the necessity of new examinations when teachers change positions, and putting it in the power of

towns to adopt higher standards. Moreover, it does not interfere with or supersede the normal school work; but it does offer an opportunity for that large number of teachers who have received no normal training, but who are competent through natural talent and experience to take the assured rank to which their attainments entitle them.

Supt. N. A. McCord, of Des Moines, Iowa, has made some excellent suggestions concerning the school buildings and grounds. Plainly a strong man.

The people of Batavia, N. Y., have a jewel in their school superintendent, Prof. John Kennedy, and what is important they know it. He found the old building used by the Holland Land Company was to be sold, and interested his pupils last year and the sum of \$300 was raised and the structure saved. Oct. 13 was set for dedicating the old relic; it was a great day. The whole thing is told by Prof. Kennedy in a volume of 196 pages. Robert Morris has his memorial now in this building ninety years old. The story of Robert Morris should be told to every American boy. It is capital subject for a lecture.

The Washington *Star* devotes a good deal of space to Fræbel's birthday. Once the papers ignored the schoolmaster and only discoursed of the rogues and the politicians—the change is a good one.

In West Virginia second class certificates are issued upon application, without examination, to graduates of the West Virginia university; of the Peabody normal college, of Nashville, Tenn.; of the State normal school and its branches of West Virginia; and of other schools in this state whose grade of work is equal in all respects, in the judgment of the board, to the State normal school and its branches—when graduates shall have presented to the board satisfactory evidence that they have taught successfully three years in the state under a number one county certificate, two of said three years shall immediately precede the application for such certificate, and the school term is not to be less than five months.

Principal E. E. Cates, of the Los Angeles high school, asked eighty-one other high schools certain questions; fifty principals say they have no voice in the selection of their assistants; forty-eight boards are elected by popular vote; college graduates are looked for; normal graduates are not wanted. Men teachers are increasing.

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## Summer Schools.

- ✓ **MASSACHUSETTS.**—Martha's Vineyard Summer School at Cottage City, beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.
- ✓ **Harvard University Summer School**, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.
- ✓ **The Sauveur College of Languages and the Amherst Summer School at Amherst College**, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.
- ✓ **ILLINOIS.**—Cook County Normal Summer School, Chicago, (Englewood), Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.
- ✓ **NEW YORK.**—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.
- ✓ **University of the City of New York.** Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.
- ✓ **The National Summer School at Glens Falls**, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.
- ✓ **Cornell University Summer School**, at Ithaca, N. Y. July 8—August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.
- ✓ **MICHIGAN.**—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.
- ✓ **CONNECTICUT.**—Connecticut Summer School for Teachers at Norwich July 8-26. Address Chas. D. Hine, Hartford, Sec'y.
- ✓ **IOWA.**—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crusinberry, manager. Drake University, Des Moines, Iowa.
- ✓ **Summer Latin School**, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.
- ✓ **KANSAS.**—Topeka Summer Institute, June 3-July 1, and July 20. Address W. M. Davidson, Topeka, Kans.
- ✓ **OHIO.**—Summer School of Western Reserve University at Cleveland July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.
- ✓ **July 8-Aug. 16.**—Polk County Teachers' Summer School at St. Croix Falls, Wis. Address Paul Vandereike, St. Croix Falls, Wis.
- ✓ **Wisconsin.**—County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.
- ✓ **Chautauque summer schools**, at Chautauque. July 6-Aug. 16.
- ✓ **American Society for the Extension of University Teaching.** Summer course of lectures at University of Pennsylvania, Philadelphia. Begins June 29.
- ✓ **Plymouth School of Applied Ethics**, at Plymouth, Mass. Five weeks, beginning July 8.
- ✓ **Catholic Summer School of America**, near Plattsburg, N. Y. July 6-Aug. 10.
- ✓ **Bay View, Michigan, Summer School.** Five weeks, beginning July 9.
- ✓ **Colorado Summer School**, Colorado Springs. Four weeks, beginning July 15.
- ✓ **Long Island Chautauque at Point o' Woods.**
- ✓ **American Association for the Advancement of Science at Springfield, Mass.** Aug. 28-31.
- ✓ **School of Social Science**, Chicago, Ill. Aug. 22-29.
- ✓ **Atlanta Chautauque at Ponce de Leon Springs.** June 25-July 8.
- ✓ **Alma College Summer School at Alma, Michigan.** July 8, continuing 4 weeks. Address Jos. T. Northon, Alma, Mich.
- ✓ **Kindergarten Training School at Grand Rapids, Mich.** Mrs. Lucretia Willard Treat, principal. July 5-Sept. 1. Address Clara Wheeler. Box 44, Grand Rapids, Mich.
- ✓ **Petoskey Normal School and Business College at Petoskey, Mich.** Summer terms begin May 6, June 3-17, and July 1-15. Address M. O. Graves, M. A.
- ✓ **Summer School of Science for the Atlantic Provinces of Canada at Amherst, N. S.** July 3-18.
- ✓ **Monona Lake Assembly**, Madison, Wis.

- ✓ **The Berlitz School of Languages at Asbury Park, N. J., and Chicago, Ill.** Address 1122 Broadway, New York City.
- ✓ **Massachusetts Institute of Technology.** Summer courses during June and July. Address H. W. Tyler, secretary.
- ✓ **Prang Summer School at Manual Training School, Chicago.** Three weeks, begins July 29. Address Prang Educational Company, 151 Wabash avenue, Chicago.
- ✓ **Clark University Summer School at Worcester, Mass.**
- ✓ **Summer School for Teachers and Students at the University of North Carolina.** June 25-July 26. Address Geo. T. Winston, president of the university, Chapel Hill, N. C.
- ✓ **The H. E. Holt Normal Institute of Vocal Harmony at Tufts College, Mass.** July 30-Aug. 21. Address Mrs. H. E. Holt, Sec'y, Lexington, Mass.
- ✓ **School of Languages at Point o' Woods, Long Island.**
- ✓ **Virginia Summer School of Methods.** Four weeks, begins June 24. Address E. C. Glass, Lynchburg, Va.

## Teachers' Associations.

- May 16-18.—New Hampshire Association of Academies and Principals at Tilton.
- May 17.—Eastern Connecticut Teachers' Association at Willimantic.
- May 18.—Conference on Manual Training in Elementary Schools at the Teachers' College.
- May 25.—Northeastern Ohio Teachers' Association at Elyria.
- May 27-28-29.—Oklahoma Territorial Normal Institute at Edmond.
- May 31.—New England Association, of School Superintendents at Boston.
- June 11.—State Teachers' Association for Colored Teachers at Austin, Texas. Mr. A. J. Moore, Waco, Texas, president.
- June 25-27.—Arkansas State Teachers' Association at Searcy. H. A. Nickell, Ozark, president.
- June 24.—National Association of Elocutionists, at Boston, Mass.
- June 18-20.—Missouri State Teachers' Association at Pertle Springs.
- July 1.—West Virginia State Teachers' Association, at Shepherdstown.
- July 2-3-4.—Pennsylvania State Teachers' Association, at Mt. Gretna.
- July 2-3-4.—Ohio State Teachers' Association at Sandusky.
- June 24-July 5.—Georgia State Teachers' Association, at Cumberland Island.
- July 18-25.—Pan-American Congress of Religion and Education at Toronto, Canada. Address S. Sherin, Sec'y, Rossin House, Toronto, Canada.
- July 12-15.—Deutsch-Amerikanischer Lehrerbund at Louisville, Ky.
- July 16-18.—Manual Training Teachers' Association of America, at Chicago.
- June 27, 28, 29.—New York University Convocation at Albany.
- July 1, 2, 3.—New York State Teachers' Association at Syracuse.
- July 5-12.—National Educational Association at Denver.
- July 9-12.—American Institute of Instruction at Portland, Maine.

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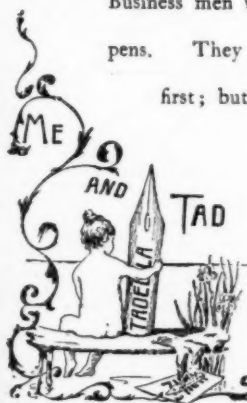
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An edition in two volumes has been issued of Henry Kingsley's story of *Ravenshoe*. In this is given the history of an old English family, somewhat "long drawn out," to be sure, but told in an interesting way nevertheless. The main facts in the narrative center around Charles Ravenshoe, a young man of so amiable a disposition that every one loves him. Supposing himself disinherited, in his humiliation and shame he leaves the ancestral home and seeks a menial occupation, and finally joining the army goes to the Crimea. In the battle of Balaclava he obtains glory and a dangerous wound. Meanwhile it is proved that he is really the heir, and he is finally found and brought back to enjoy his inheritance. The author must have been a person of a very kindly nature, because he has invested most of the characters with a kindly interest and even the villains do not turn out to be so very bad in the end. (Charles Scribner's Sons, New York. \$2.00.)

A translation from the German in four volumes has been made of Adolph Holm's *History of Greece*, from its commencement to the close of the independence of the Greek nation. In this the author has aimed to do more than has been done in the way of treating the more important facts in a comparatively narrow compass and in bringing into clear relief what may be regarded as proved and what as hypothesis. While not neglecting the details, he has sought to emphasize the general outlines. He makes definite assertions only where the authorities allow it, and expresses doubt where there is more or less uncertainty. This history forms a desirable medium between the school history and such comprehensive works as that of Grote. The first volume, which has been received, is an octavo of 432 pages. A valuable feature at the ends of chapters consists of references to ancient and modern authors bearing on the subjects treated. (Macmillan & Co., New York. \$2.50.)

## Magazines.

*The Critic* of May 4 contains a two-page history of the Washington Arch at the lower end of Fifth avenue, New York, from its inception to its completion. As is well-known, the idea of erecting this monument as a permanent memorial of Washington was first publicly suggested by the Lounger in *The Critic* of April 24, 1889, and immediately taken up by the press and the people of New York. *The Critic's* editor pronounces it "the handsomest public monument in the United States," and more graceful in its proportions than the best known triumphal arches of Rome.

Much interest will be felt by the public in the return of Rudyard Kipling to India. He has just agreed to furnish a regular contribution to *The Cosmopolitan Magazine* for the coming year, beginning his work upon his return to India. India has never been critically considered by such a pen as Kipling's, and what he will write for *The Cosmopolitan* will attract the widest attention, both here and in England.

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That there is great interest in the latest information in regard to the planet Mars is evidenced by the speedy exhaustion of the first edition of the May *Atlantic Monthly* containing Percival Lowell's first papers on "The Atmosphere of Mars." The publishers announce a second edition. Forthcoming issues of the *Atlantic* will contain further papers by Mr. Lowell on "The Water Problem" and "The Canals."

OUR TIMES for May presents some attractive features, particularly the article on Sweden and Norway with a portrait of King Oscar and that on the Japanese peace treaty with a row of portraits of those who have been prominent in the late war. Besides there is an account of the insurrection in Cuba, the illustrations being portraits of Field Marshall Campos, the Spanish commander, and Gen. Gomez, the leader of the revolutionists. The other prominent people whose portraits are given are President Zelaya, of Nicaragua; Prince Bismarck; William Court Gully, the new speaker of the British house of commons; Dr. Thomas Dunn English, the author of "Ben Bolt;" Gen. Alex. McD. McCook; W. Jennings Demorest, the late Prohibition leader, and David M. Stone, a noted New York journalist. The departments of Science and Industry, Questions and Answers, and For the Geography Class, etc., together with the condensed presentation of all the leading events of the time, make this paper an invaluable one for the school-room. The June number will be an unusually attractive one.

THE EDUCATIONAL FOUNDATIONS for April contains the following, which is but a partial list of the contents of this valuable monthly for students of education: HISTORY OF EDUCATION:—Fröbel and the Kindergarten System.—Payne; CHILD STUDY:—Observation and Study of Children.—O'Shea; PRINCIPLES OF EDUCATION:—Health and Education.—Richardson; Educational Aims and Values.—Hanus; What Chief Consideration Shall Determine the Course of Study; METHOD OF EDUCATION:—Discipline in Common Schools (Wilm-Lang); Methods of Instruction.—Ufer; Examination Questions and Answers, etc., etc. \$1.00 a year. Published by E. L. Kellogg & Co.

#### Publishers' Notes.

A wide range of topics, such as general literature, biography, history, art, poetry, travel etc., are covered by *Harper's School Classics* prepared for supplementary reading in schools. The series now contains thirty-six volumes, and among the authors represented are Addison, Macaulay, Thackeray, Lamb, Saintsbury, Besant, and Cowper. They are bound in cloth in uniform style and printed in clear type on good paper.

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Teachers en route to the National Educational Convention at Denver will be repaid by stopping at St. Louis, either going or returning. St. Louis is fast taking the front rank as one of the great business centers of the United States. "The Colorado Short Line" of the Missouri Pacific Railway, reaching from St. Louis to Denver is the most desirable route. The representatives of this route (see the addresses in another column) will be pleased to call on those who think of attending the convention.

Students of pedagogy should note the fact that Charles Scribner's Sons, New York, have just issued a very important pedagogical book *Herbart and the Herbartians*, by Charles De Garmo, Ph.D., president of Swarthmore college. It gives a careful exposition of the Herbartian theory of education as expressed by Herbart himself and developed by Ziller, Stoy, Frick, Rein, and the American school.

It is only during recent years that the educational effect of fine pictures in the school-room has been appreciated. The Prang Educational Company, Boston, New York, and Chicago, are doing an important work in education by furnishing a series of reproductions of fine photographs of famous buildings and monuments. They are 20 x 28 inches in size, of the same color as the original photographs, and do not fade on exposure to light.

"Are you going to Europe this summer?" is a question that will be frequently asked. If so money will have to be used, and then the need of an international currency will be keenly felt. What may be substituted for this better than anything else are the travelers' cheques of the American Express Co. They are made in small denominations and pass current in many places in the leading countries of the world. Rates and particulars may be obtained of any of the agents of the company or at the principal offices in New York, Chicago, and Boston.

On April 29 the Michigan Central Railroad moved its offices from Exchange street, Buffalo, to 219 Main street, in the Briggs Building. The ticket offices will continue in charge of their popular and gentlemanly Eastern Passenger Agent, W. H. Underwood. They are on the ground floor and handsomely finished and well adapted to the largely increased business of the company, while the location is a most convenient one in the heart of the business center. On the third floor of the same building will also be the offices of the Michigan Central's freight department, Mr. John Crampton, general Eastern freight agent, and of the Blue Line and Canada Southern lines, operating over the Michigan Central.

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For the meeting of the National Educational Association at Denver, Colo., in July, next, the Western trunk lines have named a rate of one standard fare, plus two dollars for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire, or intend attending this meeting or of making a Western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars, write to or call on Geo. H. Heafford, General Passenger and Ticket Agent, Chicago, Ill.

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